

Annual Report
Carnegie Corporation of New York
1976



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Annual Report
for the fiscal year ended September 30
1976

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The
report of
the president

Women working: Toward a new society

Recent times have seen dramatic changes in American family life, in male-female relationships, in expectations about sex roles, and in our social attitudes and behavior. While the fresh currents of thought and emerging new social conventions are by no means acceptable to everyone, their existence is undeniable, and their impact on American society can be easily observed. Despite this, important governmental and private-sector policies that intimately affect the family, not to mention our individual lives, are still in the main geared to earlier value systems and beliefs. Social policies have not yet caught up with changing social practice.

Nowhere is this disparity between reality and myth as the foundation for social policy more evident than in regard to the large-scale movement of women into the labor force—a phenomenon that could have consequences of immense magnitude for the nation. Its effects on the economy, on the labor market, on family welfare, and on community life are already apparent. It has become both an aspect of change and a prime mover for further change. Yet, in our failure to take account of this occurrence may lie the cause of hardship and inequity for increasing numbers of people, and the potential for considerable social unrest.

Women have always contributed to the nation's economy. In addition to meeting their domestic responsibilities, they have, especially in earlier times, earned income for their families by producing goods at home for sale in the market. What is new in the twentieth century, however, is the increasing proportion of women working away from their homes. In 1920, 20 percent

This essay is the president's annual statement on an issue of current interest. It represents his personal views and, although broadly related to the foundation's interests, does not directly reflect its specific programs.

of all women 16 years and over were in the work force. Their labor force participation has risen steadily since then, accelerating during the 1960's and reaching 43 percent in 1970. By the end of 1976, nearly half of all women were working or looking for work, making up approximately 41 percent of the labor force. This shows a cumulative change in degree sufficient to constitute a change in kind.

Although the pace may slow somewhat, there are no signs that the trend will be reversed. On the contrary, since women outnumber men in the population by seven million, and since the labor force participation rate of males has been slowly declining with the trend toward earlier retirement, it may not be too long before one out of every two American workers is a woman. Certainly, projections to the year 1990 indicate a situation in which adults born during the post-World War II "baby boom" will have been fully absorbed into the labor force, and there will be 1.3 million fewer young workers than there are today. Assuming the jobs will be there, labor demand for women should intensify.

The fact is, women are being drawn into the labor force today not, as in World War II, by a temporary crisis but by powerful economic, demographic, and social forces and far-reaching attitudinal changes. It is pointless, therefore, to try to judge, on moral, social, economic or any other grounds, whether women working is harmful to the nation or not. Women must work, they want to work, and their labor is needed. Recognition of these realities should help us to institute new policies that not only make appropriate accommodations but spur wide-ranging reforms in many areas of life. Indeed, the large-scale movement of women into the work force opens up the exciting possibility of creating a much improved society for all Americans.

Characteristics of the working woman

Who are these working women? Most of them, in contrast to earlier times, are married and living with their husbands and are likely to have school-age children. By last year, in approximately 46 million intact marriages in the nation, over 21 million of the wives were working full or part time.

As may be expected, the second largest category of female workers, now totaling more than 15 million, is composed of individuals who are single, separated, widowed, or divorced, with divorced women showing the highest participation rates. A large proportion of this group, furthermore, has young children, reflecting the startling fact that over the past decade families headed by women on their own have grown ten times as fast as two-parent families. In the short period from 1970 to 1973, the number of female-headed families with children rose by over a million. As of March 1975, they totaled 7.2 million—one out of every eight families in the country.

Although the presence of children is thought to inhibit women's labor

force participation, in 1975 nearly 28 million children under the age of 18 had working mothers; of these, six and a half million were under the age of six. Mothers of almost half the children in the nation, therefore, were at work earning, or helping to earn, the family's living.

Some of the forces encouraging women into the labor force are clear enough. Among economic factors are the need to be self-supporting, unemployment of husbands, the effects of inflation on family budgets, changing notions of what constitutes a decent standard of living, and accelerated demand for female labor through the growth of service and technical jobs where women have been traditionally employed. Strongly associated with women's rising labor force participation are drastically lowered fertility rates. With a longer life span and two children increasingly the norm, many women are spending a shorter period of their lives raising children and thus have time available for other endeavors. More opportunities for postsecondary education have raised women's expectations and their qualifications for employment. Other factors are advances in household technologies, improved family health, and new legislation promoting equality of opportunity in education and in employment.

One cannot discount the impact of diminishing social prejudice against the idea of women moving out of the home into areas of public life. Credit must go to the women's movement for helping to generate a more positive climate for these changes, for giving moral support to women who do work, and for inspiring them to fight for more equal treatment in the work place.

There has undoubtedly been a marked change of attitude about work on the part of younger women. Many still go through adolescence and their early twenties thinking that their future economic security will be largely dependent on the marriages they make. Increasingly, however, women of this new generation are growing up believing that whatever their fate, be it a stable marriage, divorce, or remaining single, they must expect to be all or partly self-supporting, and to provide for any children they may have. This very anticipation of working is impelling more women into the labor force.

Finally, women work not only for income but, like men, because of their desire for achievement and the satisfaction that comes from using their skills and being recognized for it. This tends to be overlooked in the emphasis on economic motivation.

Consequences

The accelerated movement of women into the work force is allied to changes of major consequence for the nation as well as for the family and for individual lives. First, while some strong rearguard actions are being fought, more and more Americans are beginning to see the full employment of women's abilities as a social and political imperative. Not only is it a national moral obligation stemming from our country's basic principles, but, more prag-

matically, we are beginning to realize that the safety and prosperity of the nation will increasingly depend on the maximum use of our entire stock of human talent.

In the national economy we are seeing, with the emergence of the two-worker family, a fundamental change in the manner in which families provide for their economic welfare. The median income of a two-worker family in 1975 was \$17,237, compared with \$12,750 for a family with only one member employed. With their extra income, families in which both the husband and wife work have been better able to keep pace with inflation and in some cases to increase their consumer buying power substantially. Double incomes in addition have provided some families with their only hope of meeting the cost of educating children. Interestingly, wives are more likely to work if their husband's income is already in the middle range than if it is either very high or very low. This pattern has served to narrow the disparity between the wealthy and the average American family.

To discover the full effects of the shift to the two-worker family, however, one needs to look beyond the economic indicators. We can assume, for example, that once they are employed, many women achieve new dimensions of self-confidence and a sense of pride in their ability to support themselves or contribute to the support of a family. For some, the environment of work makes their lives more interesting and broadens their horizons. For others, the work itself provides a sense of accomplishment or fulfillment that care of the home alone has left unsatisfied. Although outside employment may in some instances lead to role conflicts and add strains in a woman's relationship with her husband and children, in others, it may actually serve to strengthen these ties by establishing the relationship on a more equalitarian basis. For the single woman, work can become the most important element in her existence, giving her not only the means of support but human companionship and the security of a recognized position in the community.

With more women working, age-old mores about the distinctive roles of the sexes and appropriate relationships between them are being questioned, notably by younger couples but also by others. There is now an assumption by such people that women will work and, hence, acknowledgment of the fact that household maintenance and child care must be shared by both marriage partners. Other effects on social norms and life styles are just beginning to be studied, and while they may not yet extend throughout the society, they are nonetheless profound.

In the work place, many employers, increasingly concerned about job satisfaction and productivity, and also responding to pressures to recognize the dual responsibilities of women workers for home and job, have begun to experiment with more part-time work or with arrangements that provide flexibility in the hours of the work day or the work week. Some firms have

shortened the work week by lengthening the work day, or they have instituted flexible starting and finishing times and staggered work schedules for individual employees. The result is, at the very least, no decline in work performance. Employees of both sexes report a better balance between work and private life, and improved morale and loyalty to employers.

Businesses, in addition, are facing changing outlooks toward work in male employees who have working wives. Men in this position are less willing to transfer from one location to another, and their unemployment rates have been higher during the recession than those of male heads of households generally. There are some indications also that men are showing a preference for shorter or more flexible work hours. We may one day see a time when considerable numbers of men and women, whether by choice or necessity, will be nearly alike in their attitudes toward work.

Working women's organizations and other women's interest groups have been exerting more pressure on employers and government to implement equal employment opportunity and equal pay laws and to remedy the effects of past inequities through affirmative action. Awareness of the role of education in preparing women for the world of work has led to extensive legislation promoting equal educational opportunity. In 1977, to mention only one change, educational institutions will be required to initiate programs to overcome sex discrimination and sex stereotyping in vocational education programs and to make all courses accessible to everyone. The entry barriers to many traditionally sex-related jobs have been crumbling, allowing a certain number of women to enter male-dominated occupations. Some employers are making sincere efforts to recruit and promote women into positions men have held in the past. Evidence shows the impact of the changes. Since 1960, the rate of increase of women in the skilled crafts has exceeded that of men. The greatest advances, however, have been made in the professions by highly educated women. Graduate and professional schools are reporting rapid rises in enrollments among women; the employment of women lawyers, physicians, and dentists more than doubled between 1960 and 1970 and is still rising. Clearly, some improvement has already occurred in women's employment status in the last decade or so, not all of it reflected in existing statistics.

While maternity leaves, pension and other benefit programs, and social security policies are a burning issue for women's organizations, progress has been made in these areas to reduce discrimination against women. Such progress is based on recognition of the existence of the working wife and elimination of the presumption of female dependency. Part-time workers, however, the majority of whom are women, are still denied major benefits because they are not considered a permanent part of the work force. The recent decision of the U.S. Supreme Court permitting the exclusion of pregnancy disabilities from an employer's disability compensation plan, and

the New York State Supreme Court ruling that such exclusion is unconstitutional point up, if nothing else, the need for the country to establish a coherent set of policies that reflect emerging realities and recognize the interdependence of work and family life.

Despite some favorable omens associated with women working, problems, already existing but hidden, or resulting from failure of social policy to make accommodations, have become evident. In the first place, while the addition of a wife's earnings has helped middle-income families fight inflation, and even improve their living standard, those intact families which have only one income earner, or single men or women with children, are comparatively worse off. Particularly disadvantaged is the family headed by a woman on her own. Women's earnings in the aggregate are three-fifths those of men for full-time year-round work; overall, their median earned income in 1975 was only two-fifths that of men, partly because of their predominance in part-time work. The earning capacity of a female head of family is further limited because her educational attainment tends to be low. Relatively poor skills and the presence of children often make it impossible for such women to work at all. One in three female-headed families, in fact, has an income below the poverty level. Indeed, the hardship faced by these families, whether the mother is working or is on welfare, is one of the greatest social problems the nation has today.

Second, research shows that the greatest increase recently of mental depression in the American populace has been among young, poor women who are single parents and young married mothers who work in low-level jobs. Stress and a sense that they lack the power to improve their circumstances seem to be the chief causes of low morale.

Third is the immense physical and emotional burden that dual responsibilities for home and job place on both married women and single women heading families. One survey suggests that the average employed woman puts at least 26 hours per week into household duties in addition to her job, making a 66-hour working week, plus travel time. Obviously such a schedule leaves little time or energy for organized recreation or even for simple relaxation. Role conflicts in addition can leave working women feeling guilty. While husbands are beginning to help with housework and child care, sharing of these responsibilities is still not general because of the persistence on the part of both men and women of traditional ideas about appropriate sex roles, because of force of habit, and because the demands of some kinds of jobs held by men bring them home exhausted, too.

A fourth and crucial problem associated with women working in increased numbers is that of what happens to their children. Families today get by with various child care arrangements—hiring baby-sitters, placing their preschool youngsters in publicly supported or private daycare facilities, or leaving them with relatives, friends, or women who look after small

groups of children in their homes. Older children are in school part of the day, but the availability of after-school care is extremely limited. Working parents often have no alternative but to give their children the house key and hope for the best. Taken together, these measures, all of which, except possibly the last, are adequate for some families in some circumstances, fall short of constituting a national solution to the problem. For too many, the unavailability of good, affordable child care remains a chronic problem, causing anguish to parents and in some cases having a direct bearing on whether women can work at all.

We have not yet learned the full effects of all these pressures on the family, but we do know that they are most severe for lower-income wives and mothers, who are also the women with the least access to services and opportunities that might ameliorate their condition.

Finally, there are the economic consequences arising from the changing size and composition of the work force. The question is whether the large-scale entry of women—coming just at a time when the pool of potential new workers among the nation's youth is swollen as a result of the post-war baby boom and, further, when minority-group unemployment continues at about 13 percent—has greatly diminished any prospect that the country will ever achieve full employment. An apparent paradox of the past two years has been the expanding number of jobs filled at a time when unemployment has also been at its highest level since the Great Depression. At present, more than 88 million Americans actually hold jobs and about 7.9 million are officially unemployed, making a civilian labor force of about 96 million. If one adds to this a considerable number of “discouraged job seekers,” we have a national labor force at the present time approaching 100 million, not counting the category of potential workers who are, at present, essentially unemployable because they lack the necessary skills.

Manpower economists on the whole agree that young people and adult women trying to enter the labor market do not compete with each other directly for the same jobs—aside from the obvious competition between younger and older women for certain kinds of positions, especially for part-time work. Nevertheless, the only hope that considerable numbers of young people, minority-group members, and women have of working is in those relatively unskilled jobs that permit substitution of one type of worker for another. There is therefore at least theoretical competition among them, in which it would seem that the addition of ever-greater numbers of women to the labor force—some 1.5 million just in the past year—cannot but be a complicating factor. This could become an important question for the future as we move toward greater occupational integration.

The long and the short of it is that more Americans than ever before want to work, but we have not developed the means to provide them with jobs. Whether the problem is regarded as structural or economic or both, any

solution we devise will unquestionably have to reckon with the reality that women in large numbers are in the labor force to stay. The answer will not come about by inducing women to leave their jobs and stay at home “where they belong”—as if this could just be mandated or as if the majority of women and their families really had a choice under present conditions.

Laws prohibiting discrimination, promoting equal opportunity, and requiring employers to take “affirmative action” where inequalities are found are on the books, but there has been a mounting outcry among women’s and civil rights organizations about the slow progress being made to give these laws full effect. A major hindrance, even when employers make sincere efforts to comply with the law, seems to be the long-standing problem of occupational segregation of men and women. Many employers traditionally limit hiring for certain job categories to one sex. Such sex-typing discourages male entry into such challenging fields as nursing or teaching, but the preponderant effect is to deny women training, job opportunities, and wages commensurate with those of men. A high proportion of the jobs that are open to women are in the marginal, low-paid, low-status areas generally lacking in opportunities for advancement. And while more women are entering male-dominated occupations, their numbers remain relatively small, and limitations on their upward mobility are still prevalent.

The areas of greatest job expansion for women continue to be in certain kinds of technical and professional occupations and in clerical and service jobs. This employment is mainly in government at all levels, particularly in educational, health, and welfare services, and in banking and insurance. Most women go into white-collar jobs, more than one-third of them in book-keeping, secretarial, typing, and clerical work. The rest are in blue-collar factory and farm jobs (18 percent) and in service work (21 percent).

A high proportion of the women holding jobs in these areas do not receive wages commensurate with the level of responsibility or skill demanded of them. This widespread undervaluation of their work goes far to explain why women earn only three-fifths as much as men.

Other reasons for women’s lower earnings may have to do with employers’ complaints that women are less skilled than men or are less motivated to try for those jobs that lead to advancement. This is a question more of public attitudes and the educational system, they say, than of anything that goes on in the work place. There is also the prevailing belief among employers that women’s work attachment is intermittent, making it a poor investment to train them for greater responsibility. Many women do drop out of the labor force temporarily to have children, or they find that their home responsibilities allow them to work only part time. Nevertheless, their total time in the labor force has risen dramatically—from an average of 6 years in 1900 to 22.9 years today (compared with 40.1 years for men). In spite of this, the myth of women’s work instability has helped to keep them in those

low-earning, dead-end jobs that seem structured to fulfill the very prophecy that provides employers the excuse not to train them for better positions.

Incredible as it may seem, the average wage differential between men and women is wider today than it was 20 years ago, even though the educational attainment of working women has reached that of men, women's work-life expectancy has risen greatly, and more women are securing higher-level and better-paying positions. Beyond the continuation of some outright discrimination, one can only speculate on the causes. One reason may be that a larger proportion of female than male workers are working at, or near, entry levels of pay. Another may be that, as more women work or look for work in the traditional "female" fields, the more they come into direct competition with one another, allowing employers to pay them less. It must be remembered, that, despite women's rush into the labor force, their unemployment rate is still higher than that of men.

All of these factors serve to restrict severely women's chances of upward mobility in employment and hence increased earnings—a situation that is particularly unfair to the substantial, and growing, proportion of women who do remain in the labor force full time from entry until retirement.

Another consequence of the increasing labor force participation of women is a decline in the number of women available for traditional community voluntary activities—in schools, health care facilities, churches, and welfare organizations. Women and men who have reached retirement age, are still in good health, and want to remain contributing members of society will possibly make up the difference. Some successful experiments with retirees suggest this will not be too hard to do, but it will take time.

To sum up, on the favorable side there are signs that American society is accepting the philosophical, legal, and pragmatic rationales for the full employment of women's talents in the work place. The rights of women are specifically protected by legislation and by Presidential executive orders, and will be further reinforced by passage of the Equal Rights Amendment. Women have made some advances in their employment status, and the benefits to the nation are evident—in added family income, in a stronger national economy, and in improved service to the public. There is also evidence that greater equality at home and in the work place is giving women increased confidence and a greater sense of efficacy. Finally, there are indications that institutions are beginning to recognize the special problems of the working woman and to make some needed adjustments.

There are other aspects of women working, however, attributable mainly to society's failure to accommodate rapidly enough to their needs, that are cause for concern. Women frequently are the victims at work of occupational segregation the law seems powerless to affect, suffer from low earnings, and have limited opportunity for advancement. A large proportion of women heading families live in poverty, with virtually no chance to improve their

circumstances. The heavy burden implicit in women's dual responsibility for home and job has not been sufficiently eased by a sharing of housework and child care on the part of men. The unavailability of child care during working hours of parents remains a major problem.

In a more speculative vein, new stresses in the lives of women with children, caused by divided loyalties to family and career, may be giving rise to physical and emotional problems and adding strains to family life. The kinds of studies necessary to understand these problems fully have not yet been done and should be given high priority in the future.

Finally, although the ultimate consequence of women working in such large numbers should be beneficial both to the economy and the nature of American society, there are likely, in the shorter run, to be disturbances and special problems in the labor market before employment generally adjusts to the new phenomenon.

Two possible futures

If, as it seems, the conclusion is valid that the working woman is now a fixture in American life, two possible futures can be envisioned. The most realistic suggests that the present situation will simply be allowed to drift on. In time, after decades have elapsed, a new generation has reached maturity, much additional hardship has been suffered, and a good deal of militant social action by women has taken place, the nation, in both its public and private sectors, will perhaps yield to the pressures and make fundamental changes.

An alternative future, designed to avoid the hardship and social unrest the first course would cause, envisages the nation setting out now to remedy the defects of the present situation and, in the process, to work toward the creation of a new type of society. This would entail looking at the reality of the working woman as the opening wedge for broad social reform. It would require study of the entire structure of work and family life as it affects women, men, and children, and then active planning for change. Such a future is unquestionably optimistic and idealistic, but it is not beyond the realm of the possible if we have the national will to press for it.

What would be the chief characteristics of such a new society? It would be informed by four basic principles: the right to a job for anyone who needs to or wants to work; equal opportunity and fair rewards for everyone in all sectors of employment; development and utilization of the abilities of every citizen; and maximum flexibility for each person in the organization of his or her own pattern of life.

The new society would have the aim of greater occupational equality and freedom of choice for men and women in the work place. It would assume cooperation between men and women in the sharing of family responsibilities. It would entail better articulation than now exists between work and home

life and between work and education. It would permit flexibilities in the amount of time an individual might allocate to education, work, family life, and leisure at any age during the course of a lifetime.

Interrelated and interdependent, these goals, if they were achieved, would lead to a fundamental reordering of the values underlying American life—in which the objectives of greater choice for the individual and improved quality of life would for the first time be equated with our traditional concern for productivity.

To meet these goals, broad changes will be needed in six major areas: in employment, in family life and child care, in welfare and tax policy, in education, in sex roles, and in the phasing of stages of the life cycle. Some of the required steps would be quite new and speculative; others have been tried on a small scale and would now have to be given wider application; and still others would constitute an intensification of major trends already under way. All would require cooperation among educational institutions, employers, government, and the community.

In the area of employment, the first and most obvious need is for vigorous new measures to reduce unemployment. Not only must additional job opportunities and training be created, but flexibility must be introduced into the work structure to permit more people to be absorbed into the labor force. This could include the encouragement of “flextime,” work sharing, shorter work days or weeks, part-time jobs, and work-study arrangements in which employees would interrupt work to pursue further education. Work exchanges—that is, shifting jobs within firms—would also broaden horizons, extend skills, and introduce flexibility into employees’ career patterns.

Second, employers, policy-makers, and organizations representing the interests of women must continue to press for compliance with laws that prohibit discrimination against women in the work force and mandate affirmative action to remedy the effects of past discrimination. Recognition of the child-rearing responsibilities of men and women should be built into employment policies. For too long women have been penalized for their reproductive role, with no choice but to adapt to a rigid work structure or drop out. Any weakening of present provisions guaranteeing women’s right to equal treatment in employment must be resisted.

There is much that management within a large firm or organization can do to assist both the advancement of women and their entry into occupations traditionally considered appropriate only for men. It is true, of course, that if unemployment is high in the jobs in which men predominate, and if the seniority system is well entrenched, the chances of women moving into these areas may be virtually nonexistent. Nevertheless, a chief executive officer personally committed to equal opportunity can bring about considerable progress.

Most of the measures that can be taken to advance women are well known

and include the appointment of women to boards of directors, vigorous recruitment of women into an organization, with concomitant training and promotional opportunity, the advancement of existing female employees into management positions, and programs to build a supportive environment for women in new kinds of jobs.

The opening up of opportunities for women in large organizations, whether governmental or private enterprise, will help but will not alone solve the issue of occupational segregation, since our social, legal, educational, and economic systems all interact to perpetuate this employment pattern. A full answer will be found only in basic changes in the labor market demand for women and in new societal values. Such changes will not come painlessly, but they must come. Useful here would be a broad educational effort aimed at altering public attitudes as to what are “proper” kinds of employment for the respective sexes, both in the home and in the market. The broadcast media, especially television, could be particularly helpful in presenting men and women in nontraditional roles and in publicizing the entry of men and women into fields conventionally associated with the opposite sex.

Whatever progress is made in giving women’s work a higher value and in promoting greater occupational integration will necessarily depend on the individual initiative and determination of women themselves, and on their willingness to work together to press for recognition and reward for what they do and to achieve power over decisions that affect their lives. The responsibility that women must take upon themselves to accomplish these objectives cannot be overstated.

Another priority must be the provision—for all families which need them—of adequate daycare and after-school care arrangements for children. Related to the provision of child care is the creation of an income support system for families. A number of proposals, including the negative income tax, a system of family allowances, or a combination of the two, have been made that would achieve this purpose. All of them contemplate elimination of the present program of aid to families with dependent children, which appears to drive potential male contributors to child support out of the home and to lock women who might well become self-sufficient workers into being permanent welfare recipients.

The point is to achieve a condition in which those with incomes well below the national median can be assured a decent standard of living without the indignities of the present welfare system. Whatever policy is adopted, it must be so designed that it expressly meets the needs of the single parent with dependent children, most of whom will be women. This means that it must enable those who prefer to stay at home caring for their children to do so while not penalizing those who want to work.

What is really needed is a comprehensive family support system which provides direct financial assistance to those families that need it and makes

available to all families a wide range of services. American society expects a great deal of its families, but it does not provide sufficient help to enable them to give their children the best possible start in life.

Naturally, a combination of measures to provide jobs for more people, to ensure a decent guaranteed income for all, and to make possible the provision and funding of an adequate family support system will cost a great deal of money. It should be possible, however, to offset these costs by elimination of public expenditure for families with dependent children (AFDC), a reduction of other types of welfare costs, and a lessening of the very heavy burden of unemployment compensation. Growth in the economy resulting from expanded employment could also be expected to produce higher tax revenues to government.

It seems doubtful that public opinion in this country is yet ready to accept something like the Swedish experiment in "parental insurance." Under this program, supported jointly by government and employers, husbands whose wives have just given birth are allowed up to seven months leave at 95 percent of salary to stay at home helping with care of the baby and housework. If both parents work, they can divide the leave between them. Sweden, however, is a nation that puts a far higher value on the family and children in its scale of national priorities than does the United States.

In the educational realm a large number of changes can be made that will have an influence on equal opportunity for women in the world of work. These measures would affect every level of education, from preschool to graduate training. They include a continuing attack on sex-stereotyping in curricula and in educational materials, new efforts to interest girls in mathematics and science during their high school years, attention in counseling at both the high school and college level to the relationship between course selection and later occupational choice, new programs at community colleges to encourage women to enter male-dominated occupations where the prospects for advancement and high pay are good, particular efforts by college placement officers to help women find jobs in areas where they are not well represented, and, finally, the expansion of opportunities at colleges and universities for adults to earn degrees or otherwise add to their qualifications through part-time or external study.

The educational world must also move vigorously to put its own house in order on the employment front by making every effort to overcome the effects of past discrimination against women. In public education all over the country, there are still very few female principals, at least at the high-school level, and female superintendents are all but unknown. In higher education, relatively few women have been appointed to senior administrative positions, and the same is true in regard to tenured faculty positions. The fact that little growth is taking place at any level of the educational system today of course makes the advancement of women exceptionally

difficult. Nonetheless, the problem is not totally intractable, if effort and good will are applied to it.

Higher educational institutions must of course maintain equality of opportunity for women in both undergraduate and graduate enrollments and equal treatment of women on the campus. Of particular importance is the granting of undergraduate financial aid and the award of fellowships for graduate or professional study on a nondiscriminatory basis.

In the area of relationships between the sexes there will have to be substantial changes as we move toward a new society. Most importantly, the traditional assumption of female dependency, on which so much of our social and economic structure rests, will have to disappear. New women's rights laws have already made illegal many types of discrimination that assumed women's inferior status and dependency on men, but public opinion still predominantly holds to the traditional position. One can, nevertheless, envisage a gradual erosion of old beliefs and practices and the coming of a time when the governing relationship between the sexes will be one of mutual respect based on the full autonomy, independence, and freedom of choice for both men and women. Establishment of this new relationship will be fundamental to true equality for women—as much so for those who choose the responsibilities of home or of home and volunteer work as their mode of life as for those who opt for outside paid employment.

Finally, there is the intriguing possibility of major alterations in the traditional stages of the life cycle. At present, for most people, the pattern is inflexible. The educational phase of their lives usually ends somewhere between the ages of 16 and 22. This is followed by an unbroken stretch of from 40 to 50 years of work, which in turn is followed by retirement.

In practice, this normal progression is modified for some people through involuntary periods of unemployment. Others modify it deliberately by interrupting the work phase of their lives with a period of full-time study aimed at gaining higher qualifications. Many women leave the labor force for several years to have children, sometimes taking the time to engage in volunteer work and further education or training before reentering paid employment. They can, however, pay heavily for this “irregularity” by having to start all over again at beginning entry levels, forfeiting seniority and hence opportunity for advancement both in position and in earnings, and losing the chance to compete for more interesting jobs.

One could imagine a new, flexible arrangement, however, in which it would be normal for most people—women and men—to alternate periods of study, employment, and work in the home and to plan their lives accordingly. While this would require major changes in present administrative structures and financial arrangements, the idea of making new life patterns possible for those who want them should not be out of the question in a nation as rich as the United States. Proposals such as two free years of study

“in the bank” for everyone, available at any time one chooses, have indeed already received wide discussion.

The gains to be expected from greater flexibility in life patterns are many. If, for example, it were to become normal practice for both men and women to withdraw temporarily from the labor force, for periods of study, to re-train for new careers, to care for children, or just to pursue special interests, intermittent employment would have to be accorded society’s official sanction, and the special onus now placed on women would be removed. For both men and women, periodic interruptions in the long grind of employment would certainly refresh their spirits, increase personal satisfaction, enhance loyalty to employers, and possibly increase productivity. It might, furthermore, enable more people to be absorbed into the labor force.

Most importantly, in making these changes, the nation would be confirming a belief in individual development and self-fulfillment and in the need to give higher priority to the quality of human life. It would not for a moment be to suggest that work is not important. Rather, it would be a declaration that other things are also important and that the major portion of a lifetime given to work should have many compensations to it beyond simply economic reward.

Finally, it would permit the growth of a new societal attitude in which education would be seen not just as preparation for life but as part of life itself, to be enjoyed simply as recreation or for its ability to enhance human understanding and capability over the entire life cycle.

In conclusion

It is possible therefore to regard the new phenomenon of women’s large-scale entry into the labor force as an unprecedented opportunity for building a better nation. The new society would be moral, pragmatic, and humane. It would be moral because it would be founded on a belief that the worth and dignity of the individual and his or her right to be respected are more important than the claims of corporate structures or of the state. It would be pragmatic because it would release presently suppressed human abilities to the nation’s creative and productive processes. It would be humane because it would have the flexibility to allow for the free expression of individual differences and would recognize that when these differences become disadvantages in the quest for job equality, as in the case of the female capacity for bearing children, society must make adjustments.

Realistically, of course, implementation of these ideas faces some severe constraints. We have to recognize that traditional beliefs about the respective roles of the sexes, though changing, are deep-rooted and persistent. We must also recognize that without a strong and growing economy, new public policies of the kind envisaged will be difficult to achieve. Nevertheless, even with these constraints, much progress toward the new society can be achieved

if we but have the will to press for it. The alternative is to incur the immeasurable cost of doing nothing—of allowing the drift in our national policy to continue.

If we pass up this opportunity to use accommodation to the new reality of large numbers of women working as a spearhead for much broader change, we will not only be inflicting needless hardship on numbers of our fellow citizens but also denying to all of us the chance of living in a more humane and equitable society. We must have the courage and imagination to seize the opportunity that lies open to us—for the rewards can be great indeed.

A handwritten signature in dark ink, appearing to read "Alan P. Pierson". The signature is fluid and cursive, with the first name "Alan" written in a larger, more prominent script than the last name "Pierson".

President

The
report on
program

List of grants

During the year ended September 30, 1976, the trustees appropriated \$12,894,659 for grants. This figure includes \$1,136,850 for the program in the Commonwealth. The Corporation made 42 grants to schools, colleges, and universities and 67 to other organizations. Four appropriations were made for projects administered by the officers. A separate Dissemination Fund to assist in the preparation, publication, and promotion of books and other publications resulting from Corporation grants was established in 1957. In 1975–76, a total of \$3,475.08 was allocated for these purposes. In addition, a Program Development and Evaluation Fund has been established to support outside evaluations of major Corporation-supported projects and to assist in the exploration of new program fields. Allocations totaling \$14,912.08 were made from this fund during 1975–76.

The charter of the Corporation provides that all funds are to be used for “the advancement and diffusion of knowledge and understanding.” This statement of purpose is interpreted to mean that grants must be broadly educational in nature but not necessarily limited to the formal educational system or to educational institutions *per se*. The foundation has made it a policy to select a few areas in which to concentrate its grants over a period of years.

These areas, described in succeeding pages, are higher education, early childhood education and development, elementary and secondary education, public affairs, and the Commonwealth Program. Grants that do not fit easily into these categories are listed in Other Grants.

There is no formal procedure for submitting a proposal. All that is necessary for preliminary consideration is a statement describing the aims and methods of the project, the personnel involved, and the amount of financial support required. The officers review all proposals in light of their knowledge of the field and in relation to the Corporation’s current program priorities. They ask for supplementary information or a personal discussion when either would be helpful in making a judgment.

Higher education

For the past six years, the Corporation has given major grants for the purpose of increasing educational opportunity for individuals of all ages seeking college degrees. Emphasis has been on nontraditional programs that enable students to gain college credit, and to obtain degrees, for knowledge gained outside the classroom. The Corporation's interest, which began in the 1960's with the development of the College-Level Examination Program (CLEP) of the College Entrance Examination Board, led in the early 1970's to support of several off-campus degree programs in New York State. In 1974 this interest broadened to include the joint efforts of the American Council on Education and the New York State Board of Regents to evaluate for college credit the many educational offerings of organizations whose primary focus is not education. An earlier grant for this project was renewed the past year. Additional support has been given to the Educational Testing Service to develop new assessment techniques for experience-based knowledge, as distinct from traditional academic learning which is tested by CLEP.

Most of the programs mentioned have been of principal benefit to adults beyond the conventional college age. Other alternatives to the traditional four-year degree have been various experiments with time-shortening, such as the three-year degree, early-entrance degree programs, and the middle college concept, which have concerned mainly the high school and young college student. This year the Corporation renewed its support of Simon's Rock, a middle college that awards the B.A. at the end of four years to students entering at grade 11. Related to time-shortening is the Corporation's interest in better articulation between secondary school and college in order to eliminate needless gaps and duplication in the curricula of both. This year's grant to the Bay Area Writing Project, while not directly in program, is addressed to improved school-college cooperation.

Finally, in its concern for introducing flexibility in the structure of higher education, the Corporation has supported over time a variety of projects to promote a greater integration of work and education into a pattern of life-long learning. In the past year, it has given special attention to public policies affecting the preparation of youth for the world of work. These grants are listed in the public affairs section.

Cutting across most of the Corporation's higher education grants is a commitment to improve educational opportunity for minorities, women, and other groups that have been outside the mainstream of higher education. The foundation has made relatively few grants to individual black institutions, deciding that its limited resources can be best applied toward central organizations that provide services to a number of these colleges. Grants this

year to the Atlanta University Center and to the Institute of Higher Education Research and Services of the University of Alabama fall into this category. Major allocations have been made over the years for programs to develop black leadership in the South, primarily through advanced education in the law and in the sciences where blacks are still greatly underrepresented. Two grants this year have been made to help prepare young blacks for careers in public service and administration.

The Corporation's long-term commitment to the educational and professional advancement of women began in the 1960's with its support of continuing education. Subsequently, it has given several grants for institutes and internships to prepare women for careers in academic administration and a few for undergraduate courses in nontraditional fields offered in women's colleges. These interests have broadened to include support of research, the dissemination of information, and other efforts aimed at improving the status of women in higher education and the professions. These concerns are reflected this year in the grants to Wellesley College, the Radcliffe Institute, and the Association of American Colleges. The Corporation is also turning its attention to the educational opportunities of women in community and junior colleges.

In the search for long-range solutions to problems created by slow or no growth in higher education, the foundation has funded efforts by various institutions to improve the quality and productivity of undergraduate education and in other ways to adapt effectively to "steady-state" conditions. While a few self-renewal projects at individual institutions have been aided, most of the grants have been made to encourage interinstitutional cooperation and other institutional measures for providing better education at less cost. Notable this year were the cyclical planning project of the University of Michigan, the cooperative programs of the Union of Independent Colleges of Art and of the research libraries, and the statewide feasibility studies of Pennsylvania and New Jersey. The Corporation also funds policy-related studies focusing on the economics and financing of higher education and the role of state and federal government.

The Corporation's interest in collective bargaining in higher education has emphasized research on its effects at the state and institutional levels and dissemination of information on the subject nationwide. Grants in the first area have supported studies in New York, California, New Jersey, and Pennsylvania. In the second, the main activity has been a three-year grant for the Academic Collective Bargaining Service, renewed this year. Recently, the foundation expanded its support to include training of college and university administrators, faculty, and others involved in the bargaining process.

The Corporation's long-time support of the development of the Doctor of Arts degree (D.A.), the teaching degree as an alternative to the research-

oriented degree, resulted this year in a large grant to the University of the State of New York to encourage the adoption of D.A. programs at individual institutions in the state.

The Corporation has over the years contributed fellowship support to other organizations for research in the social sciences, the humanities, and the natural sciences. This support currently totals about \$300,000 a year.

Improvement in undergraduate education—nontraditional study

University of the State of New York \$252,000

In mid-1974 the New York State Board of Regents and the American Council on Education (ACE) began a joint Project on Noncollegiate-Sponsored Instruction. Its purpose is to evaluate educational programs sponsored by business, industry, labor unions, and organizations whose primary aim is not education, and to make credit recommendations to academic institutions. The Corporation funded New York State's activities, and the federal Fund for the Improvement of Postsecondary Education supported ACE's efforts. Since then, more than 1,000 courses sponsored by 75 noncollegiate organizations have been reviewed of which New York evaluated roughly two-thirds. The Project's *Guide to Educational Programs in Noncollegiate Organizations* has been issued, and students are now beginning to receive credit based on the published recommendations. This grant renews Corporation support for three more years. Project objectives are to increase both the volume of courses reviewed and the use of credit recommendations by students and institutions; specific cooperative arrangements between companies and local college and universities will be encouraged. Follow-up studies will also be carried out, and once-reviewed courses will be reevaluated.

Southern Regional Education Board (SREB) \$212,000

SREB is an interstate organization composed of governors, state legislators, university presidents, and heads of state boards of higher education in 14 southern states serving at least 60 institutions. In 1973, a Corporation grant enabled the Board to establish an Undergraduate Education Reform project to stimulate new directions in higher education in the South, in particular, the time-shortened undergraduate degree, off-campus education, and the external degree. Interest in these structural changes mounted slowly, however, partly because of budgetary constraints. In renewing its three-year support of the project, the Corporation agreed that a shift in focus was warranted—from one concerned with developing nontraditional structures within colleges to improving education within existing structures for non-traditional students. The SREB staff is now concentrating on instructional improvement and faculty development through three major activities: workshops on new teaching approaches for faculty members; work with personnel at campus centers to improve teaching effectiveness; development of improved

evaluation of faculty performance. The latter may prove to be of national importance, as it speaks to widespread concerns about productivity, accountability, and tenure criteria.

American Council on Education (ACE)

\$128,800

The credit-hour system, by which most college students proceed to their degrees and institutional budgeting and financial support are decided, is considered by some to be too rigid to encompass the full range of academic alternatives that now exist. Time in the classroom is at the heart of the credit system, but nontraditional study deemphasizes classroom time. A serious problem is how to equate time-free programs with a time-bound accounting system. ACE's Commission on Educational Credit established in late 1974 a Task Force on Educational Credit and Credentials to examine the state of the art and to arrive at suggestions for a more flexible system for the award of credit and for financial accounting. A series of working papers will be the basis for drafting a final document at a two-day conference of educators. The Corporation has provided two years' support toward completion of this most difficult assignment.

State of Florida Department of Education

\$15,000

Florida, like other states, has been facing a period of severe financial austerity, and state legislators and educators have sought fresh approaches to educational efficiency, effectiveness, and equality of opportunity. The State is now exploring the potential of competency-based education, whereby students move through their courses at paces commensurate with individual needs, abilities, and circumstances with a minimum of subject matter duplication, and student attainment is assessed according to explicit performance standards rather than by course credit. Before competency-based degree programs can become a widely available alternative, sharp issues of articulation at all educational levels must be addressed. This small grant provided supplemental support to plan a state-wide project to design, develop, implement, and evaluate on a pilot basis joint community college/university competency-based programs.

Simon's Rock

\$255,000

The Corporation's interest in programs permitting a shorter time to the B.A. degree led in 1972 to three-year support of an experiment at Simon's Rock, in Great Barrington, Massachusetts. A four-year liberal arts institution embracing grades 11 through 14, Simon's Rock is now offering the B.A. at the end of four years to students who choose the program upon entering. About half of Simon's Rock students are enrolled for the B.A. program, the other half for the A.A. In spring 1976 the first B.A. class was graduated, having completed the degree two years ahead of conventional college stu-

dents. The institution received accreditation a year earlier than expected and also attained B.A. degree-granting authority from the Massachusetts Board of Higher Education two years ahead of schedule. Furthermore, it has attracted a large National Science Foundation grant for new models for college science programs. The middle college concept has become a reality. The current three-year grant is supporting the admissions program, minority scholarships, the evaluation office, and a reference librarian.

Phillips Academy \$15,000

While Simon's Rock, as a middle college, has become one model for permitting early college entry, a number of states have changed their high school graduation requirements so that students may complete their work by the end of the eleventh grade or even the tenth. Over 600 colleges and universities accept students after the eleventh grade. High schools and colleges are developing new ways of articulating their programs to eliminate duplication and close curricular gaps. Baird Whitlock, former president of Simon's Rock and now affiliated with Phillips Academy in Andover, Massachusetts, is using this grant to analyze the relative strengths and weaknesses of these various early entrance patterns. The resulting document should serve as a guidebook for institutions considering similar programs.

University of California, Berkeley (UCB) \$207,850

Decline in the writing ability of high school and college students has prompted efforts across the country to halt the trend. One is the Bay Area Writing Project (BAWP), a venture involving UCB and a number of schools and colleges in the San Francisco Bay Area. In assessing causes of the decline, educators who started the Project noted especially the lack of expertise in the writing process and instructional methods on the part of teachers. While much is known about teaching composition, little information has passed to practitioners in the public schools. To remedy this situation, BAWP/UCB has in its short life assisted more than 34 schools and colleges in implementing writing improvement programs, trained selected teachers to aid their institutions and others in upgrading writing instruction, and become a model of school-college cooperation in providing continuing education for teachers. Research is under way on methods of teaching and evaluating writing; conferences and published articles have also been generated by the Project, which is now extending its services beyond the Bay Area. The Corporation has made a three-year grant in support of these activities.

Increasing opportunities in higher education for minorities and women

Atlanta University Center \$103,030

The Atlanta Fellows and Intern Program was initiated with major Corporation funding in 1974 as a means of preparing young blacks for careers in

public service and administration through the joint efforts of the Atlanta University Center, a consortium of six black institutions in the area, and the Atlanta city government. The Fellows program, modeled on the White House Fellows Program, selects individuals between ages 25 and 35 to work as aides to top officials in city departments; the Internship Program places selected graduate and undergraduate students in city departments where they work full time in the summer and part time during the academic year. Both the fellows and the interns, variously through their participation in on-campus seminars, lectures, and program-related research, are serving to strengthen the educational offerings of institutions in the consortium. This one-year grant, coupled with commitments from the city and a Rockefeller Foundation grant (that must be matched by local and national funding), should help form a solid basis for long-term support of the Program.

Texas Southern University (TSU)

\$250,000

The Houston Urban Fellows and Intern Program, modeled on the Atlanta Program, was inaugurated in September 1976 with the first five interns chosen from TSU's graduate schools of business, law, and public affairs. They will serve one year in policy, professional, and technical positions in city departments—full time in the summer and part time during the year. Four fellows selected from national competition began an 18-month period of assistance to major city officials in January 1977, and a second group of five interns will begin in 1977. The interns do research and hold seminars with leaders in the public and private sector in Houston. In addition, they will take field trips to observe governmental organizations throughout the State. TSU, the fastest-growing predominantly black institution of higher education in the Southwest, has the only School of Public Affairs in the South or Southwest outside the Atlanta University Center that is training minority public administrators. With the mounting demand for minority persons in public service throughout the region, the School and the Houston Program are filling a distinct need. This grant is providing two years' support for the selection costs, salaries of the fellows, intern stipends, and other expenses.

United Negro College Fund (UNCF)

\$180,600

About three-fifths of black undergraduates are now enrolled in predominantly white institutions. The question of the viability and role of the historically black colleges in a society moving toward integration must now be addressed by educators, the courts, and supporters. Do these institutions make a contribution to black's education that white colleges cannot duplicate? To determine whether indeed black colleges are better suited for some individuals, why this is so, and what the implications are for the emotional and intellectual life of black students, Jacqueline Fleming, a young black psychologist, has

undertaken a research project with Corporation funds to compare the effects of predominantly white and black campuses on the functioning of students from similar regions, backgrounds, and abilities. UNCF, which raises money for, and provides services to, 41 private black liberal arts colleges, is sponsoring Fleming's research, assisted by an advisory group. The resulting reports should aid the organization in assessing its role and that of black colleges in the years ahead.

Atlanta University Center

\$130,000

While enrollments in most colleges have been dropping or leveling off, those of the institutions which make up the Atlanta University Center—Atlanta University, Clark, Morehouse, Spelman, and Morris Brown Colleges, and the Interdenominational Theological Center—have increased substantially. All have outgrown their present library facilities. Although the Corporation does not have a current program for the development of college libraries, it made this grant to assist the Center's architectural planning for a new central library and for consultants for the library fund-raising campaign, launched in fall of 1976. The grant is seen primarily as a means of strengthening the Center as a unified organization and of helping the predominantly black member institutions to provide high-quality education and professional training.

University of Alabama

\$118,800

The Institute of Higher Education Research and Services (IHERS) was established in 1970 by the University of Alabama to assist the development of higher education in the state and the region. A three-year Corporation grant in 1972 enabled the Institute to turn its attention to the 13 black colleges in the state and the recently established two-year colleges and technical institutes. The funds were used to gather statistics on Alabama's black community, to promote reading skills among students, to conduct other studies, and in other ways to help institutions develop new forms of cooperation. The current three-year grant is permitting continuation of these activities and enabling IHERS to offer assistance to black colleges in the areas of management and faculty development. Salary support is included for two minority staff members to conduct further research on the black community as it relates to higher education.

Association of American Universities (AAU)

\$8,300

In 1973–74, native-born minority persons received only 5 percent of doctorates awarded in this country. They represented only 6 percent of all students enrolled in master's and doctoral programs. The figures, found in the National Board on Graduate Education's report, *Minority Group Participation in Graduate Education*, prompted the AAU, the organization of major research universities,

to form an *Ad Hoc* Consortium to seek ways of implementing the report's recommendations. These concern means of increasing the number of minorities earning advanced degrees, especially the Ph.D., and the need for national leadership in forming policies to facilitate minority group entry into graduate study. The Corporation joined the Ford and Danforth Foundations in supporting this six-month effort.

Radcliffe College

\$323,000

Women received about 19 percent of the Ph.D.'s granted in 1974, and they make up about 21 percent of new faculty members. The tenured ranks still represent a significant barrier to academic women, however. The Radcliffe Institute of Radcliffe College has inaugurated a fellowship program that will give selected faculty women who are several years beyond the doctorate the opportunity to undertake research, develop needed professional experience, and obtain the visibility and credentials that should enable them to compete for the relatively few tenure positions that will open up at colleges and universities in the next few years. Four fellows are to be chosen each year from two- and four-year institutions in the Boston area to spend half time at the Institute, with an office and research assistance. It is hoped that in making the crucial difference in the careers of a few women, the program will help pave the way to tenure for other junior women faculty. The Corporation is supporting three groups of fellows.

Association of American Colleges (AAC)

\$350,000

The Project on the Status and Education of Women at the AAC was established in 1971 with funds from the Corporation, the Danforth Foundation, and the Exxon Education Foundation. Under the direction of Bernice Sandler, it has become the central source of information about policies and practices relating to women in higher education. College and university personnel, federal policy makers, women's groups, and interested individuals receive current, reliable, and understandable information about federal laws and regulations aimed at the elimination of discrimination on the basis of sex in educational institutions. While the staff continues to work in this area, the Project also focuses on two emerging issues: discrimination against women students and the special concerns of minority women. The Corporation's current grant will be used over two or three years depending on the Project's success in raising funds from other sources.

Wellesley College

\$156,700

The Center for Research on Women in Higher Education and the Professions is jointly sponsored by Wellesley and the Federation of Organizations for Professional Women. Its dual affiliation helps explain the Center's mission: to serve as a bridge between researchers, educators, and others concerned

about educational and economic opportunities for women. The Center holds conferences bringing together scholars and persons who work with women in educational and job settings to discuss research priorities and how knowledge can be used to ameliorate problems affecting women. It also sponsors projects to explore areas for further policy-related research. Issues of continuing focus are means of expanding career options of women, the effects of education and family on women's careers, the impact of modernization on the status of women in developing countries, and other topics. The Corporation helped launch the Center with an earlier grant. Current support will run through 1977.

American Association of Community and Junior Colleges (AACJC)

\$100,300

Nearly 2.6 million students, or about one-third of all undergraduates, attend community and junior colleges. As the "open-door colleges," they play an important part in increasing educational opportunities for those who traditionally have not had access to higher education. Women make up about half of the student population of these colleges, and their proportions are increasing. They tend, however, to be clustered in programs that train for low-paid, "female-typed" occupations: home economics, allied health professions, and office clerical work. The AACJC and an affiliate organization, the American Association of Women in Community and Junior Colleges, have begun to document the facts about women in vocational programs and to identify strategies for improving services to women in search of satisfying careers. The Corporation is providing support for the study.

National Association of Bank Women (NABW) Educational Foundation

\$57,900

Under a previous Corporation grant, the NABW, an organization with a membership of women who are at least minor bank officers, began a program in cooperation with Simmons College to provide bank women the broad management training and academic credentials they will need to qualify for upper-level jobs. The program involves six two-week summer institutes at Simmons as well as nontraditional methods of meeting credit requirements toward the bachelor's degree, the requisite credential for many management positions. An important aim of the program is that it serve as a model which can be adopted by colleges elsewhere. Two institutions—Florida State University and Mundelein College in Chicago—admitted students into their banking programs in September 1976; plans are under way in three others. Faculty teachers in the regional institutes are attending the Simmons institute to gain experience in the case method and in course development. The Corporation provided new funds to NABW toward these activities.

Cedar Crest College**\$93,050**

One strategy for attracting younger women into academic administration and for enlarging the pool of trained women for entry-level positions is the Administrative Internship Program for recent college graduates of 16 liberal arts colleges traditionally serving women. Administered by Cedar Crest College, the program was launched in fall of 1974 with a Corporation grant. Sixteen women—one from each college—are selected each year for a ten-month apprenticeship to an administrator in a cooperating institution. The 1976–77 interns represent the third class to participate in the program. Most of the interns have moved directly into administrative positions, such as assistant dean, director of placement and financial aid, or assistant director of development, or have sought complementary experience such as graduate work. The Corporation has given support for one additional year, at the end of which 64 women will have completed the program.

The Claremont Colleges**\$23,625**

A second internship program, operated by the Claremont Colleges in California, has provided opportunities for women who had experience as faculty members but wanted to shift into high-level administration. Under this program, interns spent a year within the five-college Claremont complex, receiving extensive orientation and then working under the supervision of a senior executive of one of the institutions. The Corporation provided funds to initiate the internship plan; this supplemental grant permitted the program to complete its second and final year.

American Council on Education (ACE)**\$15,000**

Since 1955, the ACE's Institute for College and University Administrators has provided training seminars in academic administration for presidents, academic deans, business officers, and student personnel officers who have held these positions for a relatively short time. The five-day sessions are designed to increase the effectiveness of high-level administrators in their jobs and also to build a network of professional relationships. The Corporation provided funds to establish the Institute and since 1973 has assisted women who wish to attend the sessions. This additional grant will supplement institutional support for about 60 women over a two-year period.

Harvard University**\$15,000**

The Institute for Educational Management (IEM), which is jointly operated by Harvard's Graduate Schools of Education and of Business Administration, trains college and university administrators in a broad spectrum of institutional management techniques. Held for six weeks during the summer, it is designed for men and women already in high-level administrative positions. For two consecutive summers a total of 17 women attended the IEM sessions

with the help of Corporation funds, about half of them minority women. This grant is providing scholarship support for two more years and is making possible special recruitment efforts for women participants.

More effective use of resources

University of Michigan \$170,400

In an effort to adapt to “steady state” conditions, institutions of higher education are increasingly forced to make choices among competing programs, retaining some at the expense of others. While many are reducing budgets to stay solvent, most are doing so in an *ad hoc* manner. The University of Michigan, one of the largest and most complex universities in the nation, has undertaken a planning and evaluation project that will permit it to allocate and reallocate resources on the basis of a continuing analysis of objectives, plans, and performance. Facing new budgetary constraints, it is attempting, in three phases, to define the objectives and priorities for each of its academic units, assess current operations in this light, and develop guidelines and alternatives for action over succeeding years. In laying the groundwork for cyclical planning within the administration, the project may well prove a model for other institutions to follow. The Corporation is aiding the effort over three years with support for two in-depth studies: an evaluation of instructional programs in relation to curricular objectives and an analysis of the success of the central administration in institutionalizing the new evaluation and planning design.

Union of Independent Colleges of Art (UICA) \$179,500

UICA, formed in 1966, is a consortium of nine distinctive colleges of art in eight states serving a total of 7,000 students; several offer graduate-level work as well. The consortium is engaged in a variety of cooperative activities affecting administrative and academic programs and other basic services to students. Since 1969 the member colleges have issued a single information publication and a single form to apply to several of the colleges at once. Information on application and enrollment patterns, prospective students needs, and efficient admissions procedures is shared among all institutions. This three-year grant is being used to extend UICA’s cooperative programs in four areas: recruitment and admission of new kinds of students; career counseling and placement, student exchange, and library development.

Pennsylvania Association of Colleges and Universities (PACU) \$29,762

Interest in facilitating state-wide planning for more effective use of resources led the Corporation to make grants for two state studies this year. The first, undertaken at the request of the Pennsylvania State Board of Education, is to PACU for finding ways to eliminate wasteful duplication of programmatic

offerings in the state's colleges and universities. PACU represents 118 institutions including community colleges, state colleges and universities, private institutions, and those called "state-related" universities because of their mix of private and public support. Proprietary schools are also within the purview of the study. Data being collected from the institutions, covering descriptions of all organized curricula leading to degrees, classification of students, placement patterns of recent graduates, inter-college transfers, and costs borne by students, government, or private sources, should help establish a standard basis for comprehensive planning and thus may have significance for other states.

**New Jersey Commission on Financing
Post-Secondary Education**

\$47,000

Complementing the study of duplication of offerings in Pennsylvania colleges is an analysis of a "market approach" to financing higher education in the State of New Jersey, being undertaken by the New Jersey Commission on Financing Post-Secondary Education, an independent study group established by the New Jersey Board of Education in 1974. If adopted, the market approach would represent a radical departure from current practice and philosophy concerning state support of higher education. It would require movement toward full-cost tuition for both public and private institutions, a shift from state support of public institutions to state support of students through an expanded aid program, and thus a situation in which public and private institutions would have to compete for students. The report on the feasibility study should assist other states or study groups exploring the concept and looking for ways of using student aid funds more effectively. The Corporation provided partial support for the study with this grant.

Academy for Educational Development (AED)

\$66,500

In June 1975 a survey of private colleges and universities reported 77 institutions that had closed, merged, or become public institutions since January 1970. Of these, 59 had enrollments under 500 students. While small size may be an important factor in compelling closings or mergers, little else is known about the circumstances that compel an institution to disappear as a separate entity, about the procedures for such action, and, most important, about the consequences for its efficient and effective operation. With this grant, John D. Millett of the AED undertook a study of ten mergers or near-mergers and five closings. The report will serve as the basis for a manual for distribution to college administrators, trustees, and faculty.

University of Southern California (USC)

\$15,000

A controversial topic but one that has a bearing on institutional accountability and the use of scarce resources involves university policies and prac-

tices related to faculty consulting, overload instructional activities, and property rights for educational materials and patents. The Office of Institutional Studies at USC, under the direction of Robert Linnell, is surveying institutions, professional associations, foundations, federal agencies, industry, as well as available literature on the subject in preparation for a conference in January 1977. Findings will be presented, and participants from universities, industry, and government will explore the issues and plan next steps to develop new policy options.

Research Libraries Group (RLG) \$197,200

RLG is a consortium involving the research libraries of Columbia, Harvard, and Yale Universities, and the New York Public Library. RLG aims, through cooperation, to improve services while reducing operating costs. Several areas for development have been identified, among them the establishment of a computer-based bibliographic system to serve member libraries. Ultimately, the project's goal is to make possible access by any library network in the country to any machine-readable library files, including those at the Library of Congress. As a start, RLG will link, by computer communication, RLG member libraries and the Library of Congress. The Corporation is providing one-half the costs of the initial phase lasting 18 months, the remainder being underwritten by the National Endowment of the Humanities.

Library of Congress (LC) \$15,000

The Library of Congress has established a task force to make a full-scale review of its goals, operations, and programs and its services to other research libraries, and to determine whether there are other needs and opportunities in the library community that the LC might try to meet. The Ford, Andrew W. Mellon, Alfred P. Sloan, and Rockefeller Foundations, and the Lilly Endowment, in addition to the Corporation, have contributed to the budget for the advisory committees of experts from the field who are assisting in the review process.

Cooperative College Library Center (CCLC) \$11,500

The Center began operating in early 1970 with a Corporation grant to the National Council of the Churches of Christ under the auspices of its United Board of College Development. It provides book-processing services in acquisitions and cataloguing to 29 developing black, southern colleges. Centralizing these services allows the colleges to increase their collections, in some cases enough to make the difference in meeting the standards of the American Library Association, without overburdening their limited library budgets and personnel. This grant is being used to strengthen CCLC's services without increasing its operating costs.

Association of American Colleges (AAC) \$325,455

By September 1976 the faculties of 531 campuses, both public and private, were organized for the purpose of collective bargaining. Roughly 70 percent of these were two-year colleges. As a means of keeping faculty members, administrators and trustees abreast of these important developments, the Academic Collective Bargaining Information Service (ACBIS) was organized in 1973 under the joint sponsorship of AAC, the American Association of State Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges. Funded from the beginning by the Corporation, ACBIS takes neither a pro- nor an anti-bargaining position but consults with member institutions and issues reports, monthly fact sheets, monographs, a resource bibliography, and other information. The current grant renews support of ACBIS for three more years and extends the project's services to two-year colleges under the sponsorship of the American Association of Community and Junior Colleges. A technical assistance program has also been added to upgrade the knowledge and skills of those in higher education involved in bargaining and dispute settlement processes.

University of California, Berkeley (UCB) \$34,500

In addition to support for national information projects on academic collective bargaining, the Corporation has made grants for research on developments within individual states. While in 1972 California had not passed a bill recognizing the collective bargaining rights of public employees, the legal requirement that administrators must "meet and confer" with faculty had produced a form of bargaining, and organizing activity has been taking place among the 45,000 faculty members in the public institutions of higher education to prepare for eventual passage of legislation. Joseph Garbarino, director of the Institute of Business and Economic Research at UCB and a leading analyst of faculty unionism, has monitored this activity and its effects on governance with a 1972 Corporation grant. His research and that of his associates has also extended to other western states, including Washington, Oregon, and Hawaii. This grant extended the Corporation's support for one more year.

Association of American Colleges (AAC) \$26,250

A high proportion of public employees are school teachers and college faculty, and the same state boards and commissions that have jurisdiction over the labor relations of state and local government employees are also responsible for the labor relations of unionized college and university professors and other academic personnel. Staff members of these agencies are often unaware of patterns and issues particular to higher education and to

elementary and secondary education. With this grant, therefore, AAC is consulting with representative agencies, key organizations, and persons in higher education for the purpose of designing training programs to assist public-sector professional staffs in dealing with educational bargaining situations. The project is being conducted by Robert Helsby, chairman of the New York State Public Employment Relations Board. A report recommending training models and experiments will be issued in early 1977.

Association of American Colleges (AAC)

\$4,800

One of the Corporation's objectives in supporting grants in the areas of collective bargaining in higher education is to increase the level of cooperation between college and university representatives and the public agencies that can offer them resources and technical assistance. The Federal Mediation and Conciliation Service (FMCS) is the public agency responsible for helping to settle disputes arising from labor negotiations in the private sector, including colleges and universities. In spring 1976, FMCS, in conjunction with the AAC's Academic Collective Bargaining Information Service, held a two-day training conference on collective bargaining for college presidents from private institutions in New York, New Jersey, and Connecticut. Supported in part with this grant, the conference featured lectures, debates, and simulated arbitration hearings, negotiations, and mediation.

American Personnel and Guidance Association (APGA)

\$14,200

One persistent problem raised by the growing phenomenon of collective bargaining among college and university faculty is the status of nonteaching professionals. Sometimes they are considered part of management, sometimes labor, and their special interests are generally given low priority despite the important services they provide. Researchers, librarians, and technicians are included in this group. So are counselors and student personnel workers, who play a significant role especially on two-year campuses and at larger institutions that concentrate on undergraduate education. APGA is a professional association of 40,500 members in state branches. With this grant APGA undertook a study over the summer of 1976 to analyze the effects of collective bargaining on nonteaching professionals in instances when they are included in the faculty unit, when they are in the management unit, or when they have their own unit. The study will enable the APGA to develop policy recommendations with respect to their future in the collective bargaining process.

Council on Postsecondary Accreditation (COPA)

\$13,700

This grant supported a short-term study of the relationship between academic collective bargaining and the process of accreditation in postsecondary

education. Both are serious forces in shaping the future character and quality of higher education, yet little is known about the interaction between unionized institutions and the voluntary associations which help shape and enforce academic standards. Investigating this relationship are Robert Fisk and E. D. Duryea of the State University of New York at Buffalo, Kenneth Young, president of COPA, and an advisory group of representatives of the accrediting associations, whose report will be distributed to trustees, administrators, and faculties of higher education institutions and to officials of state governments.

University of Connecticut

\$12,955

Increasingly, faculty members are turning to unions in hopes of improving or at least maintaining the status of the academic profession, which many believe to be in a state of decline. With this grant, Everett C. Ladd and Seymour M. Lipset, professors at the University of Connecticut and Stanford University, respectively, are examining changes in thinking among the professoriate, its needs, its place in university structures, and its prospects, particularly as perceived by members of the three national organizations most associated with faculty unionism: the American Federation of Teachers (AFT), the American Association of University Professors (AAUP), and the National Education Association (NEA). The largest group being surveyed are members of the AAUP which, having experienced a sharp drop in membership, is interested in learning more about the needs of its members and becoming more responsive to these needs.

Maine Labor Relations Board

\$2,000

Since about 80 percent of all bargaining in colleges and universities is in public institutions, the need to provide training opportunities to administrators and faculty members is even greater there. In July 1976, collective bargaining became a legal right for the faculty at the University of Maine, and the Maine Labor Relations Board requested that the Labor Management Services Administration of the U.S. Department of Labor hold a training conference for University faculty and administrators. This small grant contributed toward the conference expenses which neither the state nor the federal agency could meet.

Graduate education and research

University of the State of New York

\$347,400

The Regents of the State of New York is the first state governing board to endorse and actively encourage the Doctor of Arts degree. Since it awards 11 percent of all doctorates in the nation, this breakthrough could have considerable impact in other states. Last year the Corporation made a small

planning grant to the University of the State of New York to encourage widespread acceptance of the degree among higher education institutions throughout the state. More than two-thirds of the current grant, which is being used over three years, is being allocated for the development of D.A. programs at individual institutions. The remaining funds are being used for central services and administration. The Regents foresees a better use of existing resources in the transformation of some Ph.D. programs to D.A. programs for the preparation of teachers. Second, the program stresses in-service rather than preservice education, providing teachers an opportunity to upgrade their skills—an important feature in a shrinking job market. Third, the program broadens the applied nature of the D.A. to include preparation for nonacademic employment in such fields as industrial research, business, and government service.

Atlanta University

\$14,650

During the summer of 1975, the National Science Foundation provided funds to Atlanta University for the development of a Doctors of Arts program in chemistry, and the following fall the program opened with two students. Since there is no federal fellowship money available to D.A. students, the Corporation contributed funds for this purpose to the current enrollees over a two-year period. It is hoped that such support will not only assist the successful development of the D.A. in a predominantly black institution but will help remedy the shortage of black teachers of chemistry.

Bryn Mawr College

\$91,900

Applicants to Bryn Mawr's School of Social Work and Social Research have been increasing in recent years. A good many of the students, two-thirds of them women and a quarter from minority groups, are seeing their careers going beyond the traditional case-work definition of social work to policy work that deals with a variety of legal concerns in the search for solutions to community problems. In response, Bryn Mawr is developing a graduate curriculum leading to a new master's degree in law and social policy, which will integrate some professional legal training with that of social work. To undergird the coursework, the College intends to produce new curricular materials that should result eventually in a series of published books on this new interdisciplinary subject. With this two-year grant the Corporation is contributing toward further developmental costs of the program and towards the publications effort.

National Academy of Sciences (NAS)

\$10,750

In 1965 and 1970, the American Council on Education carried out major studies of the quality of graduate education in the United States. Given the financial problems facing higher education today, questions of quality are

more important than ever, and the need for a reassessment of graduate education has become evident. In September 1976 the Conference Board of Associated Research Councils (consisting of the American Council of Learned Societies, the National Research Council, and the Social Science Research Council) organized a conference under the sponsorship of the NAS to plan another major, nationwide study of graduate education. The Corporation and the Andrew W. Mellon Foundation contributed equal amounts toward the expenses of the conference.

National Academy of Sciences (NAS)

\$8,800

In 1972 the Corporation made a substantial grant toward support of the National Board on Graduate Education (NBGE) to undertake analyses of the purposes and functions of graduate education and to recommend ways of strengthening the response of graduate education to national needs. A number of reports resulted including the Board's summary report, *Outlook and Opportunities for Graduate Education*, and another concerned with the graduate education of minorities. This grant to NAS, the administrative home of NBGE, assisted the dissemination of these two reports to college and university presidents, graduate deans, members of Congress, governmental agencies, and other interested organizations.

American Council of Learned Societies (ACLS)

\$500,000

ACLS, the smallest of the three major sources of fellowship support for post-doctoral research in the humanities (the National Endowment for the Humanities and the John Simon Guggenheim Memorial Foundation being the other two), makes about 90 awards a year. This Corporation grant will support about ten awards annually for five years. The fellowships have the aim of encouraging young scholars up to 35 years of age, with at least two years of teaching experience since receiving the doctorate, to study new disciplines or methodologies and thus counteract overspecialization and contribute to more lively teaching. A portion of the grant will also support research fellowships for scholars up to 50 years of age pursuing research within their specialties.

Social Science Research Council (SSRC)

\$380,000

Relative to the physical and biological sciences, the social sciences receive far fewer training and research funds. This grant to SSRC is supporting the Research Training Fellowships (RFT) for three years and providing an additional \$50,000 for program development. The RFT program enables young scholars in the social sciences to take a year or more of postdoctoral training in fields or methods outside their normal discipline. The goal, as with the ACLS fellowships, is to enable scholars to contribute to their fields from a broadened base of knowledge.

American Academy of Arts and Sciences (AAAS)**\$15,000**

For approximately four years, a national committee of scholars, under the auspices of the AAAS, has been laying the groundwork for a National Humanities Center that would act as a focus for improving the quality, and influencing the direction, of humanistic studies in America. An earlier Corporation grant assisted in the exploratory phase. During this time a consortium composed of Duke University, the University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and the Research Triangle became sponsors of the Center. With this grant the Corporation contributed to further planning.

*Other***Carnegie Foundation for the Advancement of Teaching****\$85,000**

From 1967 through 1973, the Corporation provided a total of \$5,667,000 to the Foundation for the work of the Carnegie Commission on Higher Education. Chaired by Clark Kerr, the Commission conducted an exhaustive examination of the future structure and financing of higher education in the United States. When the Commission completed its work, 22 policy reports and more than 80 research reports had been issued under its name. After the Commission was disbanded, the Foundation established the Carnegie Council on Policy Studies in Higher Education as a permanent research arm to pursue further studies in higher education which could bear on the effective formulation of policies. Also chaired by Clark Kerr, the Council is focusing on five major areas: the impact of "no growth" in higher education, state and federal relationships with postsecondary institutions, the undergraduate curriculum, progress in achieving equality of opportunity, and faculty issues such as tenure, retirement, and collective bargaining. During 1975, the Council issued one policy report, *Making Affirmative Action Work in American Higher Education*. This year a Corporation grant supplemented operating support provided by the Foundation. The Council has also received support for special projects from the Corporation and other sources.

International Council for Educational Development (ICED)**\$15,000**

Since 1973 ICED has run annual three-week international seminars on higher education in conjunction with the Aspen Institute in Colorado. Each year approximately a dozen leaders in higher education, about half of them American, have used this opportunity to discuss important issues in the field, gain fresh perspectives, and develop a network of professional friendships. The Corporation joined with the Ford Foundation and ICED in supporting the 1976 meeting, renewing its 1975 support for the same amount. As in past years, the seminar papers are being distributed to educational leaders here and abroad.

Early childhood education and development

The Corporation's program in early childhood education and development evolved from an interest in the nature of learning and cognitive processes—an interest it has continued to pursue with particular reference to early learning. The program has proceeded from the hypothesis that the first years of life are crucial for the intellectual as well as the physical, social, and emotional growth of children. The long-range goal has been to develop the means to help maximize the child's intellectual potential.

Over the years the Corporation has supported basic research into cognitive processes and the development of competence in infants and preschool children carried out by such psychologists as Jerome Bruner, William Kessen, Burton White, Jerome Kagan, Katherine Nelson, and others. This central focus on cognitive development has led to the support of studies relating other aspects of development to the child's changing intellectual capabilities, exemplified in the longitudinal studies headed by Bernice Eiduson of child development in traditional and nontraditional environments, and by Jerome Kagan of temperamental attributes in children, described below. Other projects funded this year are efforts by Courtney Cazden to understand how language development relates to classroom achievement, and a crosscultural study by Charles Super to understand what cognitive abilities in young children are the result of schooling and what abilities are the product of natural maturation and cultural influence.

More recently, the Corporation's program has been aimed at concerted efforts to examine the welfare and position of children in American society and to make policy recommendations in their behalf. The Carnegie Council on Children was founded in 1972 in recognition of the need to find better ways than we now have to protect and support family life. Other projects the Corporation has funded—to monitor the impact of public programs on children, establish their right to equal protection, and disseminate information to the public—overlap with its interests in elementary and secondary education and in public affairs.

From the beginning of the early childhood education program, the Corporation has made grants for the purpose of learning whether certain kinds of preschool experiences enhance a child's development. Grants have ranged from early funding of *Sesame Street* to the development of toy libraries and experimental curricula. Study of the interactions of children with their parents, their first teachers, led to support of a number of model parent-child projects, notably the home-based Verbal Interaction Project of the Family Service Association, and the mother/infant education program developed by psychologist David Weikart. The Cooperative Extension Pilot

Program of Cornell University, in this year's report, provides training and information services to mothers who are or want to become family daycare workers. Various model training programs for early childhood education personnel other than parents are reflected in this year's assistance to the Southern Regional Education Board and grants in the past to the Bank Street College of Education and the University of California at Berkeley.

Various longitudinal studies that examine the effects of intervention strategies on a child's cognitive development have also been supported, for example, the grant this year to the Medical and Health Research Association of New York and, previously, to the Brookline Early Education Project and the High/Scope Educational Research Foundation.

The Corporation does not make grants for buildings, nor does it provide general operating support for daycare centers, preschools, or other institutions.

Carnegie Council on Children (CCC)* \$260,000

The Carnegie Council on Children was established in 1972 by the Corporation to undertake a broad investigation of what American society is doing to and for children, and what government, business, and other organizations and individuals can do to protect and support family life. The Council consists of 11 persons drawn from a wide variety of disciplines, including law, economics, anthropology, child development, history, and pediatrics. Its chairman and director is Kenneth Keniston, Andrew W. Mellon Professor of Human Development at the Massachusetts Institute of Technology. Major reports are being prepared by the Council. These include an overall analysis of the position of children in American society, together with policy recommendations for ways in which their needs in the remainder of this decade and the next can be met; a report on "excluded children," or those against whom social policy discriminates because they are poor, handicapped, or from minority families; and an analysis of societal influences on children and their families. In addition, background books are being prepared by the staff covering topics such as the way society deals with the handicapped, the existence of caste and its influence on the school achievement of minority youngsters, and child care and development within families. The reports are to be published by Harcourt Brace Jovanovich in 1977 and 1978.

**National Council of Organizations for Children
and Youth (NCOCY)** \$13,000

NCOCY was established in 1973 to provide information and services on children and youth to its founding members and to the public, to monitor federal activities and programs, and to aid members in achieving specific

** Program administered by the officers of the Corporation.*

objectives. As part of its activities, NCOCY held a Bicentennial Conference on Children in Washington, D. C., in February 1976, which focused on child health, family income support, and child care. The 800 conference participants, including representatives of member organizations of NCOCY, media and government representatives, and interested individuals, examined the complementary nature of these subjects, the needs, and the criteria for the achievement of national policies. A reference book entitled *America's Children 1976* was published as a result of Corporation support.

Population Education, Inc.

\$163,450

The Project on Human Sexual Development is the primary activity of Population Education, Inc., which was established by John D. Rockefeller III as an outgrowth of explorations in the field of human sexuality and sex education undertaken by the National Commission on Population Growth and the American Future. The Project is focusing on the developmental issues in human sexuality such as sex roles and gender identity; the informal, nonschool environments for learning about sexuality; and ways of encouraging a positive understanding of human sexuality, particularly among the parents of young children. As part of the Project, a special studies program, directed by Stanford University psychiatrist Herant Katchadourian, is designed to help professionals establish research and educational priorities in human sexuality. Corporation funding is providing for the expenses of the special studies program's staff, advisory council meetings, and the costs of two conferences: one of researchers concerned with early childhood development and the psycho-social derivations of sexual behavior, the other on an examination of the social implications of current knowledge and popular mythologies.

Women's Action Alliance (WAA)

\$75,200

In 1972 the Women's Action Alliance, a clearinghouse and resource center for women and women's organizations, launched its Non-Sexist Child Development Project under which a comprehensive program for day care centers and early childhood education was designed. The program includes both pre-service and in-service teacher training programs, a nonsexist early education curriculum guide, a parent training program, and workshops. With this one-year grant and major support from the ARCA Foundation, WAA conducted a national conference of leaders in early childhood education and teacher training on the elimination of sex role stereotypes in existing programs and materials and on the encouragement of nonsexist early education. Corporation support is also providing for the publication of a guide for parents containing general information on child development, a discussion of the differences between gender identification and sex-role socialization, and practical suggestions for childrearing within the home.

Southern Regional Education Board (SREB)**\$215,400**

The Corporation's continued interest in the quality of early childhood education offered in day care programs has led to a three-year grant to the Southern Regional Education Board, an organization of 14 southern states located in Atlanta, Georgia. Sufficient training programs in child development and care exist in most urban areas, but they are rare in rural areas; training in the financing, organization, and management of day care is scarce throughout the country. This grant will enable SREB to prepare training materials and programs in the content and management of day care as needed, to be made available to trainers, workers, and administrators. In addition, the Board is working to develop an understanding in state agencies and educational institutions of the kinds of training needed and to establish programs for implementation. During the course of the project, three major handbooks on day care services and management in group and family day care will be published.

Cornell University**\$132,400**

Ninety percent of children in day care are enrolled not in formal day care centers but in homes. Care givers are usually mothers who look after other people's children, or relatives and neighbors of working parents. In 1972, the Cooperative Extension Pilot Program of Cornell University was established as a community-based program in Nassau County, New York, to provide training and information services to mothers to enable them to become family day care workers. During the first three years of its five-year plan, the project established a resource center as a focal point for operations, provided workshops for family day care workers, and aided in the establishment of an association of family day care mothers. This grant is supporting two more years of the project, during which time the local community is expected to assume responsibility for continuing it. Efforts will be made to introduce similar programs in other communities. In addition, a training manual for Cooperative Extension agents and a series of educational and training materials are being developed.

Learning to Learn School**\$77,500**

Since 1973 the Corporation has made grants to enable Herbert Sprigle, head of the Learning to Learn School in Jacksonville, Florida, to develop and pilot test teacher training materials that would share the School's successful methods of instructing disadvantaged children from ages four through six in learning skills. Follow-up studies of the original children in the program indicate they do as well or better than their classmates in reading, writing, and arithmetic. The School was given this grant to complete the development and testing of the curriculum unit of the program and to establish an affiliation with a university that will offer teacher training in the Learning to Learn method and disseminate the instructional materials.

Children's Hospital Medical Center**\$39,357**

In 1972 and 1974 the Corporation made grants to the Children's Hospital Medical Center (in Boston), a teaching institution affiliated with Harvard Medical School, to provide pediatricians who may become medical school faculty with postgraduate training in child development. The two-year fellowship program, under the direction of T. Berry Brazelton, a pediatrician who has had substantial training and research experience in child development, is aimed at training pediatricians in the psychological and social growth of children. Unlike the participants' previous medical training, the program's emphasis is on understanding "normal" child development and the child's interaction with adults. This grant renews support for the research training aspects of the program over a three-year period. The Robert Wood Johnson Foundation is also funding the program.

University of California, Los Angeles (UCLA)**\$14,000**

Bernice Eiduson, psychologist at the UCLA Neuropsychiatric Institute, and her colleagues are conducting a long-term study of 50 children reared in each of four types of family environments: communes, two-parent social contract households, single-parent families headed by a middle-class unmarried mother, and, for comparison, traditional two-parent families. They are being followed from birth until six years of age in order to assess what the impact of these different family styles may be on children's cognitive, emotional, social, and physical development. A previous grant made by the Corporation in 1973 for studying the children's cognitive development accompanied major support from the National Institute of Mental Health (NIMH). The Corporation, UCLA, and NIMH have contributed toward continuation of this work.

Medical and Health Research Association of New York City**\$15,000**

The mounting demand for infant day care has brought to the fore questions about the different effects various forms of infant care have on the children's development. The New York City Infant Day Care Study is one of the rare attempts to answer such questions on a large scale and over a period of time. Under the direction of psychologist Mark Golden of the State University of New York, the research project is investigating the impact on infants of out-of-home day care. The study involves an assessment of the psychological and physical development of 200 children, two months to thirty-six months of age, in family and group infant day care programs. Their development will be compared with that of a group of 100 children who are cared for at home by their mothers until they are 36 months of age and then enrolled in day care. The Corporation renewed earlier support for the Day Care Study to enable it to complete the data analysis. A report of the results will be ready in 1977.

Harvard University**\$53,100**

With this grant Jerome Kagan, professor of psychology at Harvard, is studying the relationship between behavior in infancy and later childhood to provide new data about the long-held assumption that temperamental attributes demonstrated early in infancy persist throughout childhood. Between 1965 and 1968 Kagan studied patterns of attentiveness, emotional display, and tempo of play in 130 firstborn, white infants, assessing them from 4 through 27 months of age. Data obtained from the study are contained in his book, *Change and Continuity in Infancy*, written with Corporation support. He is now reassessing these children, who are approximately ten years old, to determine whether certain patterns observed in infancy have persisted. He is also assessing the children's performance in school, particularly in reading. This grant was made to support the completion of his work and preparation of a monograph.

Harvard University**\$36,400**

The Corporation's interest in language development as it relates to cognitive development in young children and to school achievement has been a continuous aspect of both its early childhood and its elementary and secondary programs. In 1975 a grant to the Center for Applied Linguistics (CAL) supported a major study of the language of white, middle-income children in the classroom, from kindergarten through third grade. Courtney B. Cazden, professor of education at Harvard University, is undertaking research which will apply the same type of analysis to lower-income and minority-group children of the same age. The comparative analysis will be conducted with the use of classroom videotapes of predominantly low-income black and Chicano children and primarily low-income Chinese and Puerto Rican children. The research should contribute to an understanding of how language interactions relate to classroom achievement among these children, and how interactions can be improved to facilitate learning. Corporation funds supplied a portion of Cazden's salary and those of her research assistants during 1976-77 and paid for equipment, travel, and consultants.

Rockefeller University**\$6,000**

Scholars from a number of disciplines at various institutions have begun to analyze children's conversations, both in and outside the classroom, in order to understand children's cognitive processes and how the use of language relates to achievement in school. This grant provides travel and administrative costs to enable a group of researchers in this area to meet for discussions of various methods of analyzing children's "functional" language use and the possible interpretation of their results.

Harvard research fellow, Charles Super, has spent several years in Kenya and Zambia studying development in children from five to seven years of age. His work is addressing two related questions: What are the universal characteristics of cognitive growth in middle childhood? What abilities occur naturally in the course of normal development without formal education and which show the effects of schooling? While, according to Super, there is reason to think that formal education capitalizes on, rather than causes, many of these developments, it would be of theoretical value to understand the distinction between natural maturation and that which is induced. This grant is enabling Super to collect data on American children and to make cross-cultural comparisons with African children, to document both the similarities and differences in the growth of basic cognitive skills and the interplay of maturational forces and aspects of the child's environment, especially schooling.

Elementary and secondary education

The elementary and secondary education program concentrates on the public schools. The challenge for the program has been what Carnegie Corporation can do, with its limited resources, to help the schools fulfill their obligation to educate all the nation's children. The foundation has been specifically concerned that school systems succeed in teaching adequate levels of basic skills to children whom they have served less well in the past—children who are poor, who are from minority groups, or who are classified as low achievers. Central to this concern is the recognition that some children may need to be given more time, effort, and resources from schools if their adequate levels of performance are to be ensured.

In its grant-making, the Corporation has established two priorities: The first is to find ways of urging and enabling school personnel and school systems to specify goals for what they should achieve with children, to measure whether these goals are being achieved, and then to change their methods if the goals are not being met. The second is to find ways of offering school personnel the technical assistance and in-service support they need to achieve their goals with children and to cope with the kinds of demands that implementation is likely to place upon them.

Grants under the first priority fall roughly into three areas. First, several projects supported are aimed at helping groups outside the public schools to represent the interests of children less well served and to work with school personnel in seeing that educational resources and programs meet these children's

needs. Various strategies toward this end include advocacy and litigation with respect to children's rights, monitoring the implementation of governmental programs serving minority and poor children, and helping the parents of these children to have a voice in educational decision making. Other projects in addition have focused on increasing minority representation within school systems, primarily through the training of minority administrators. Grants in previous years to the Crystal City Independent School District and to the Navajo Tribe, Division of Education exemplify this kind of support.

Second, a series of grants, including renewed support to Nairobi College this year, have assisted professionals and citizens in analyzing and devising approaches to the financing, governance, and operations of public schools that will be equitable and will lead to comparable outcomes for children.

Finally, the Corporation is supporting the development of tests that are better than current standardized measures of educational outcomes—tests that will allow definition of levels of adequacy in basic skills, that will measure whether students are meeting minimum levels of competency, and that may suggest corrective action that should be taken if students are not doing well. The grant this year to Boston College reflects the Corporation's interest in finding out whether use of criterion-referenced tests can avoid some of the problems associated with norm-referenced tests.

Under the second priority, the Corporation has given a number of grants for experimental in-service projects and other programs of assistance to teachers and principals. School administrators may very well be the key to effective adaptation by schools to such growing pressures upon public education as the demand for greater school accountability, for desegregation, or for the increased involvement of parents. Examples of grants in this area have been the Educational Development Center's program of consulting and training for school principals and the Oakland Unified School District's training program for secondary school administrators in the Bay Area of San Francisco, both supported in 1974–75.

Related to the two main program priorities is support of research on the basic processes involved in learning, either as part of the background required for designing appropriate measures of stages in the development of skills, or as a way of understanding differences among cultural groups, leading to practical ways schools can accommodate the needs of all children.

The Corporation does not concentrate on the content and curriculum of school programs, nor does it make grants for alternative schools. Furthermore, it has not, by and large, supported specialized curriculum efforts—in the arts, drug education, population, and the like. The Corporation has, however, made occasional grants concerned with curriculum development relevant to particular minorities and to women, exemplified in the grant 1974–75 to the Feminist Press. The Corporation is also involved in some aspects of bilingual and bicultural education.

Lawyers' Committee for Civil Rights Under Law (LCCRUL) \$417,000

Title I of the Elementary and Secondary Education Act of 1965 provides funds for compensatory education programs in public schools. It is currently the largest source of federal education revenues to local districts—over \$1.8 billion in fiscal 1975. Although most of these funds are designed to benefit educationally disadvantaged students, the monies have in many instances been converted to general support for public education. The Federal Education Programs Project of LCCRUL, based in Washington, D. C., is using this two-year grant to work with a network of watchdog organizations whose objective is to see that Title I funds are used for their intended purpose—to provide remedial and supplementary educational services to those most needing the help. The Project is offering assistance in three areas: information to enable parents and others to press school personnel to conform to program requirements; administrative oversight of those in local, state, and federal government charged with supervision of the programs; and litigation against governmental agencies where necessary. The Ford Foundation is funding another portion of the Project concerned with antidiscrimination provisions of federally funded vocational training.

American Friends Service Committee (AFSC) \$215,000

The 1974 amendments of Title I of the Elementary and Secondary Education Act require that every school and district receiving Title I monies have a Parent Advisory Council (PAC). This action greatly strengthens the potential for parents of disadvantaged children to become involved in schools. Such involvement is unlikely, however, unless parents organize, learn how Title I works, and put pressure on school systems to honor Title I provisions. AFSC's Southeastern Public Education Program (SEPEP) has been assisting parents in this effort in Columbia, South Carolina. The staff developed an approach which involves training a "Title I associate"—often a parent—who in turn trains PACS to work with school officials to see that educational resources and school programs help their children. A strong spirit of cooperation now exists between the Columbia district PAC and the schools. This grant enables SEPEP to expand the project to include three more southeastern states. Over two years, ten new associates will be trained and supported in their work with PACs. One goal is to establish a model for effective PAC assistance programs that may be replicated elsewhere and have an effect on Title I administration.

National Coalition of ESEA Title I Parents \$200,000

The Coalition is a national membership organization formed in 1973 by a group of parents of children eligible for special educational services under Title I of the Elementary and Secondary Educational Act (ESEA). Its purpose is to provide a voice for Title I parents at the federal, state, and

local levels, and to assist parents in understanding and having an effect on local Title I programs. Originally, the Coalition had operated essentially on a volunteer basis, which limited its ability to become a strong resource for information and training parents could offer to other parents. This two-year grant will enable the National Parent Center, the operating arm of the Coalition, in Washington, D. C., to have a paid staff. The funds are paying for a newsletter and other communication with the membership, the Center's own workshops and meetings, and participation by parents in meetings sponsored by other groups concerned with Title I administration. The grant is also paying part of the costs of meetings of the Coalition's board and executive committee.

Western Service Systems

\$250,000

Mexican-American children make up 13.8 percent of Colorado's school population. Since mid-1975, state law has required that every public elementary school with 50 children or more than 10 percent of its pupils who are "linguistically different" provide a bilingual/bicultural education program. The law mandates parental involvement, through elected Community Councils, in the design and management of the programs. While some school districts have moved to involve parents and started such programs, full benefits may not be realized unless parents receive special help. A major source of information and advice is the Chicano Education Project (CEP) of Western Service Systems, an organization established in 1974 to work with Mexican-American groups wanting a greater voice in their children's schooling. CEP, with support from the Irwin-Sweeney-Miller Foundation and the Akbar Fund, developed an effective program focusing on a number of important educational issues and, at the state legislature's invitation, helped draft the bilingual/bicultural education bill. With a two-year Corporation grant, and support from the Rockefeller Foundation, CEP is now expanding its operations to hold training workshops for parents, students, and educators, and in other ways to enhance their understanding of the bill, learn what an effective bilingual/bicultural program could be, and undertake steps to monitor the law's implementation.

National Committee for Citizens in Education (NCCE)

\$150,500

NCCE is committed to ensuring effective parent and citizen participation in the governance and management of public schooling. It was established in 1962 as the National Committee for Support of the Public Schools, with the goal of obtaining federal funds for public education. The Committee was reorganized in 1973 with a Ford Foundation grant. Under the leadership of Carl Marburger, former New Jersey Commissioner of Education, NCCE has broadened its membership and developed a number of programs, including public interest research and advocacy on a range of educational issues. Its

Citizens' Training Institute identifies community groups working to improve the schools, and holds local workshops in which participants gain an understanding of problems in education and improve their effectiveness in dealing with schools. The Corporation gave this two-year grant to help the Institute continue its emphasis on reaching community groups representing poor and minority parents and children. The grant will release matching funds from the Rockefeller Foundation.

Nairobi College

\$250,000

Since 1972 the Corporation has granted close to \$633,000 to Nairobi College, a minority-run institution in Palo Alto, as part of a series of grants aimed at reform in public school financing. The Serrano decision in 1971 declared that the state system for financing education was unconstitutional because its reliance on local property taxes, which vary according to the wealth of a district, produced inequities in expenditure on children's education. Now that the decision, which underwent review, has been upheld by the State Supreme Court of California, pressure is on the legislature to develop alternative financing schemes. Members of Nairobi College's Education Reform Project (ERP), based in Los Angeles, have been analyzing the implications for minorities and the poor of various legislative proposals. The Project has led a statewide community education program on school finance, and helped develop black expertise in the school finance field, attempting to ensure that the interests of minorities and the poor can be effectively represented at the state level. The Corporation renewed its support for ERP for two more years during this crucial period.

Boston College

\$175,000

In 1973 the Corporation joined with the Russell Sage and Spencer Foundations and the National Institute of Education in support of a study occasioned by the experimental introduction of standardized testing into the Irish school system. Ireland was planning a transition from using virtually no standardized achievement and aptitude tests to using them on a wide scale, and two groups of scholars—one at the Educational Research Centre of St. Patrick's College in Dublin, the other at the Center for Field Research and School Services at Boston College—saw a unique opportunity to analyze the changes in learning, teaching, and the educational system brought about as a result of the testing. The Corporation granted extra funds for a comparison of criterion-referenced tests (whose scores are interpreted in terms of direct reference to levels of competence in the subject being studied) with norm-referenced tests (whose scores are interpreted in terms only of the relative standing of a child's performance in comparison to his or her peers). The study, now under way, promises to produce important information about the impact of testing, and the Corporation provided a portion of the remaining support required to complete the field work.

University of the State of New York**\$335,600**

Standardized tests in schools can be used to rank students and to predict subsequent educational success, but they generally do not give a direct measure of the levels of functioning on specific skills, such as reading, needed to meet the requirements of school work or to cope effectively in the world outside the classroom. The New York State Education Department (SED) has been supporting efforts to develop better reading tests than are now available. One effort is under the direction of Bertram Koslin. Koslin and his wife Sandra, formerly with the Riverside Research Institute and now heading their own consulting firm, produced a detailed test design, laying out the criteria for an ideal reading effectiveness measure, and methods to be used in producing such a measure. A version of a test was tried out in a sizable sample of children in New York City public schools and showed great promise. While the new test seems to be measuring reading comprehension, further empirical evidence of this is needed. SED has contracted with the Koslin's consulting firm to carry out a major part of the further development and validation needed on the tests. This grant is covering the contract over 18 months and paying additional costs associated with the project.

Educational Testing Service (ETS)**\$15,000**

In 1974 the New York City Board of Education and the teachers' union agreed to develop and implement an accountability program for the city's schools along the lines of a plan devised by ETS. A special office of accountability was established in the chancellor's office of the Board of Education to develop and administer the program, and the Corporation has supported some of the initial planning for the development of minimum performance standards, including a review of the literature and the issues, a survey of possible measurement and validation techniques, and the development of a model plan for instituting tests and standards in one subject for one grade. The work is being directed by Frederick J. McDonald and Garlie A. Forehand, senior research psychologists at ETS.

Education Commission of the States (ECS)**\$15,000**

The National Assessment of Educational Progress (NAEP) is a large-scale survey of the educational attainments of 9-, 13-, 17-year-olds, and adults in ten learning areas. Originally developed with Corporation funds, it is now under the auspices of ECS. NAEP has received some criticism for not interpreting, and making judgments about, the test results in order to reach some conclusions about whether children are performing adequately. This grant enabled NAEP staff members, working with scholars at the University of Colorado and other consultants, to explore the question of whether it would be possible to develop standard performance scales, at least for some skills, with the thought of modifying the NAEP exercises so that the results can be interpreted in terms of competency.

New Jersey State Board of Education**\$15,000**

The New Jersey legislature and its Department of Education are under legal obligation to specify a practical definition of the state constitution's language requiring a "thorough and efficient" education for every child. Debate has centered on whether to include an "outcomes" definition—what children should know at the end of school—in addition to a "process" definition—what should go on in schools. Many minority-group representatives, employers, as well as some legislators, believe outcome definitions should be included. A task force was thus appointed by the Board of Education to review the issues involved in trying to set minimum standards for performance of school children and to make recommendations. The task force asked a group of scholars at the Rutgers University Graduate School of Education to act as the research staff in carrying out the review. Corporation funds were used for part of the research team's expenses; the Fund for New Jersey and the state Department of Education also contributed to the project.

City Missionary Society (Boston)**\$249,460**

"Reading is Yours to Keep" is a minority-run program in Roxbury, Massachusetts, that provides school children with supplementary reading instruction. The program staff trains "trainers" from the community who in turn show parents how to teach their children, kindle their interest in reading, and build their confidence to succeed. "Action-Reading," developed by George Cureton when he taught in the Newark schools, is the instructional method used, with additional reading materials relevant to the lives of black children prepared by the staff. One of the significant aspects of the program is its roots in the churches, which help select the children and the trainers. The project staff hopes that, ultimately, through community pressure and proof of success, many elements of the program will be incorporated by local public schools. They also hope that other church groups around the country will use the materials to launch similar programs. The Corporation renewed its earlier support of "Reading is Yours to Keep" for two more years, including funds for dissemination.

Institute of Open Education**\$9,500**

In the past five-and-a-half years, the Institute of Open Education/Antioch Graduate Center, in Cambridge, Massachusetts, which is affiliated with Antioch College, has provided in-service graduate work leading to a master's degree in education to over 500 Boston-area educators. In July 1976, the Institute inaugurated an in-service master's degree program in educational administration, geared primarily to minority-group members. The Ford Foundation gave funds for the planning stage. Realizing, however, that a systematic recruitment effort was necessary if minorities were to become aware of the training opportunity, the directors used this grant to publicize the program among potential enrollees.

Public affairs

The basic goals of the Corporation's program in public affairs are first, to help disadvantaged groups in society gain wider access to the political, economic, and education system and to ensure adequate representation of their interests and, second, to support the role of private organizations in assessing the impact of government programs designed to benefit these groups, in particular minorities and the poor but also women and young people. While the program is broadly addressed to the advancement of social justice and equal opportunity, many of the Corporation's grants focus on educational issues, such as desegregation of the schools, financing of school systems, bilingualism, and compensatory education. Some of these projects are described in other sections of the grants list.

The Corporation has supported a number of strategies in its grant-making: public interest research, education and training for leadership, and the dissemination of information through publications, conferences, and other avenues of communication.

More recently the foundation has provided assistance to public interest organizations for the purpose of monitoring government activity on behalf of the disadvantaged, undertaking legal research preparatory to litigation, providing technical assistance to community groups to help them gain a stronger voice in policy decisions, building membership support for national organizations operating in the public interest, and creating new curricula in the law schools concerning minority and women's rights.

Studies supported by the Corporation include the investigation by Laura Nader of extra-legal processes by which citizens gain redress of grievance in society, with recommendations for strengthening mechanisms of complaint handling other than litigation; a reappraisal of racial issues and relations in the United States, by Gunnar Myrdal; and a new study of women's campaign experiences under the aegis of the Center for the American Woman and Politics and the National Women's Education Fund.

The foundation's support of leadership development includes a series of grants to the NAACP Legal Defense and Educational Fund and the Law Students Civil Rights Research Council that embrace all aspects of the training of black lawyers, the majority of whom are committed to practicing in the South; the internship program for recent Indian law graduates at the Native American Rights Fund; and grants to the Youth Project which provides technical assistance and financial support to community groups run by young people working on local issues involving social justice and equal opportunity. Among the Corporation's several grants to encourage the entry

of women into public life is a regional workshop in campaign techniques for women candidates and campaign managers, held by the National Women's Education Fund in February of 1976. Two grants described in this year's higher education section—one to Atlanta University, the other to Texas Southern University—represent efforts both to strengthen black colleges and to prepare young people for careers in public service.

Monitoring of government activity and other techniques which use the legal system were supported this year and in previous years with grants to the Southern Regional Council to assess whether or not revenue sharing has made local government more responsive to the needs of citizens; the Children's Defense Fund of the Washington Research Project, which has published reports as a result of its investigations of the effects of public policies on the lives of children; the NAACP Special Contribution Fund for research and other background work needed to bring cases in school desegregation; and the National Military Discharge Review Project of Georgetown University for its programs to improve veterans' access to due process.

In addition, the foundation has been supporting development of the field of sex discrimination law. Its grants in this area have included the preparation and publication of a law school text on women and the law and also the clinical training programs in sex discrimination law at Stanford University and the American Civil Liberties Union, assisted this year.

Many public interest groups need broad citizen support both to legitimize their purposes and to ensure their financial viability. The Corporation in 1974–75 supported a nationwide campaign by Action for Children's Television to become a self-sufficient, publicly-supported organization. This year the foundation gave grants to two voter education organizations for the same purpose.

At present, many industrialized nations are becoming concerned about the transition problems young people have as they move from dependence on family and school to the responsibilities of work and adulthood. The Corporation, through both its public affairs and higher education programs, has been exploring the need for better public policies for young Americans as these relate to the education system, the labor market, and the development of alternative ways to bring about full realization of the abilities of the young. The Corporation-supported report, *The Boundless Resource: A Prospectus for an Education-Work Policy*, contains specific recommendations for policies to smooth the transition from education to the world of work. Other projects examining aspects of this issue are being undertaken by the National Commission for Manpower Policy and the National Committee for Full Employment, both supported this year. In addition, the Corporation staff members laid the groundwork for an Anglo-American conference in England during October 1976 in which national policies affecting youth from ages 16 to 21 were discussed.

Washington Research Project, Inc.**\$690,000**

The Children's Defense Fund (CDF) of the Washington Research Project was established in 1973, with partial Corporation support, as an organization dedicated to helping policy makers, social agencies, and other institutions understand and better serve the rights of American children. Under the direction of its founder, Marian Wright Edelman, CDF has developed its program for reform in areas which include educational opportunity, the child's right to privacy, juvenile justice, and the provision of health and social services to children. Thus far, three published reports have resulted from CDF's work: *Children Out of School in America*, *School Suspensions: Are They Helping Children?*, and *Doctors and Dollars Are Not Enough*. Further publications are expected. The Corporation's current concern with the effect of social forces and public policies on the lives of children has led to a three-year renewal of its support to the Washington Research Project. Along with multiple foundation support, this grant is enabling CDF to continue its work as a children's advocacy organization through its office headquarters in Washington, D. C.

Southern Regional Council (SRC)**\$320,000**

In 1973, with a Corporation grant, the SRC launched the Southern Governmental Monitoring Project to undertake research on the impact of revenue-sharing funds on poor and minority people in the South and to provide technical assistance to community groups seeking a voice in decisions about how the funds were spent. Five years after the original revenue-sharing law was funded, 11 southern states had received nearly \$500 million, with over 5,000 local governments within those states receiving \$998 million. The Project staff, aided by a group of summer "interns"—law students and graduate students—has been gathering information on the use of these funds in towns and cities across the South, assessing whether or not revenue sharing has made local government more responsive to the needs of citizens. Their findings have been periodically reported to the public and, in addition, have been communicated in testimony before Congressional committees. This three-year grant is enabling the Project to investigate the impact of special revenue-sharing—or block grant—programs on community development, manpower, health planning, legal, and other services. Two new interns are acting as liaison in Washington, D. C., with government officials and other research groups.

Stanford University**\$200,000**

Since 1974, Equal Rights Advocates (ERA), Inc., a public interest and teaching law firm with four partners experienced as trial lawyers and law teachers, has been working under contract with Stanford Law School to

offer a clinical training program in sex discrimination law to second- and third-year law students. The one-semester, full-time course includes seminars exposing students to issues and developments in the field and to stages of litigation; simulated casework to train students in the fundamentals of litigation; and practical experience in the day-to-day routines of the firm. ERA, Inc. handles cases primarily in the areas of employment, health, and prison reform, with special concern for the legal rights of minority women. The success of the clinical program, as an alternative to the traditional law curriculum and as a model of cooperation between a law school and public interest law firm, has led to its expansion to five other law schools in the Bay Area. The cooperating universities and local foundations are providing a major portion of the program's expenses; the Corporation, which helped initiate the program, renewed its support for two more years.

American Civil Liberties Union Foundation (ACLU)

\$146,560

As part of its program to help develop national centers of civil rights research, litigation, and education on behalf of those less advantaged in society, the Corporation joined the Ford Foundation and other foundations in support of the ACLU Women's Rights Project. Corporation funds are being used over three years to finance two educational activities of the Project, designed to share its expertise with students of women's rights on New York-area college campuses and in law schools. The first is a clinical program in sex discrimination law, similar to that offered at Stanford Law School, in which law students at Rutgers University Law School spend one semester working on cases with lawyers of the Women's Rights Project and in addition attend weekly seminars. The second involves preparation of a college casebook on women and the law for use by undergraduate students and teachers who are not lawyers.

Georgetown University

\$200,000

Conditions of military discharge can have profound implications for veterans' educational and job opportunities. Those who have received the less than fully honorable discharge, numbering more than one million persons, have sometimes found the doors to jobs and educational benefits closed permanently. Minority-group members receive a higher proportion of general and undesirable discharges than do whites. It is against this background that the Corporation made a grant in 1972 to assist the Georgetown University Law Center in establishing the National Military Discharge Review Project. The program has two components—education and litigation—and combines a concern for improving veterans' access to due process with a clinical training program for law students in a field that has few experienced professionals.

This grant continues support for one more year. During this time the Project will develop public education, teaching, and course materials to provide the basis for duplicating the clinical program at other law schools and for use by veterans', bar, and civil liberties organizations.

NAACP Special Contribution Fund

\$200,000

The Corporation has contributed funds toward aspects of the NAACP school desegregation program since 1966. In 1973, the trustees voted a two-year grant to the organization for its research and other background work needed to bring cases in school desegregation. Because federal judges have been reluctant to issue integration orders in individual school districts unless actual discriminatory action in those districts can be proven, the burden of the NAACP's litigation strategy has fallen largely on the collection of evidence—a long and costly procedure. The earlier grant was used for this purpose in cases in Detroit, Boston, Cleveland, Dayton, and other cities. The NAACP received the current grant to help meet the litigation division's backup expenses for two more years.

National Urban League (NUL)

\$96,800

Increased numbers of police, elaborate crime detection strategies, and improved police-force hardware apparently have had no impact on the problem of crime in black neighborhoods. In the course of its involvement in the issue of crime prevention, the staff of NUL concluded that improved police technology must be supplemented by support of community-run programs within black neighborhoods. NUL, which has had a 66-year history of working to improve race relations and conditions among black people, is analyzing a number of community-initiated efforts around the country that have been effective in reducing crime rates. The aim is to publicize them and facilitate their adoption in other communities. NUL will formulate a set of basic concepts for community involvement in crime control that will constitute a national statement on the commitment of black leaders to reduce crime. The Corporation made this one-year grant to help strengthen the role of a national organization in solving a public problem of the greatest concern to its constituency.

Voter Education Project (VEP)

\$99,000

After passage of the Voting Rights Act in 1965, VEP launched a voter education and registration drive that helped register more than 2.5 million new black voters in the South. Despite this record, an estimated 2.5 million more southern blacks remain unregistered. The causes of this situation are far more subtle than the overt discrimination of the early 1960's and require

new voter education efforts. To meet this challenge, however, VEP, like many public interest groups, needs broad citizen support both to legitimize its purposes and ensure its long-term financial viability. Beginning in 1971, VEP experimented with use of direct mail and broadcast media to build a solid constituency of individual contributors, to promote the organization's cause, and to reach blacks eligible to vote. The Corporation gave this one-year grant enabling VEP to expand the media campaign through the services of the Public Advertising Council.

Southwest Voter Registration Education Project (SVREP) \$30,000

SVREP was established in 1974 to undertake voter education and registration programs in six states: Arizona, California, Colorado, New Mexico, Texas, and Utah. These states have the largest populations of Mexican Americans in the country, only a low percentage of whom exercise their right to vote. Extension of the Voting Rights Act in June 1975 for the first time permitted registration forms and ballots in the Southwest to be printed in Spanish as well as English, a change that may open the way for increased voter participation by Mexican Americans. To reach potential voters, and also donors, SVREP has mounted a media campaign similar to that under way in VEP. The Public Advertising Council produced radio and television spot announcements in tandem with those it made for VEP, some of which are educational, others of which appeal for contributions. Corporation funds supported the campaign in addition to helping plan a direct-mail solicitation program.

**National Commission for Manpower Policy,
U.S. Department of Labor**

\$60,000

The Commission, established by the Comprehensive Employment and Training Act of 1973, is charged with advising Congress and other policy makers, in government and beyond, on a broad range of national manpower issues. Chaired by Eli Ginzberg, professor of economics at Columbia University, it is empowered to conduct evaluations, research, hearings, and policy studies, and to make recommendations in the areas of manpower training, income maintenance and welfare, economic policy, and job and manpower resources and requirements. A special working group is focusing on employment of youth and the transition from school to the world of work. Also chaired by Ginzberg, its primary focus is on the problems of disadvantaged young people and those out of school. The difficult question is, what, in a period of high unemployment, can be done to improve opportunities for career development and jobs for this group? The Corporation provided supplemental support for the preparation of papers, a preliminary conference to refine the Commission's findings and recommendations, and a national conference of representatives for interested constituencies.

National Committee for Full Employment (NCFE) \$15,000

The NCFE, based in Washington D. C., was chartered in December 1974 for the purpose of sponsoring research and public education on a full employment economy in the United States. It draws its members from civil rights, labor, religion, education, and civic organizations. Through its newsletter, *Full Employment News*, and other research and dissemination activities, it aims to build public understanding of the high economic and social costs of unemployment and of the need and feasibility of implementing policies to increase the number of jobs. This grant enabled the Committee to begin functioning full time with a paid rather than volunteer staff.

Citizens Policy Center \$15,000

The Citizens Policy Center, in California, where approximately 10 percent of the nation's young people ages 16 to 24 reside, is undertaking a three-year "Inquiry into the State of Young People in California." The inquiry will collect and analyze information on the needs of this population and assess the role and policies of institutions important to their lives. The ultimate purpose will be to raise public consciousness and engage in public policy planning relating to youth. The study will also help set future program directions for the Center's Open Road project, which works with young people and key institutions in creating meaningful work, education, and recreational experience. The Corporation contributed to the planning phase of the study.

International Council for Educational Development (ICED) \$6,000

A husband-wife investigating team was engaged by ICED to collect worldwide information on the interrelated problems of education and employment for youth. In addition to laying the groundwork for future ICED activities in this area, the information obtained was the basis of a paper discussed at the 1976 ICED higher education seminar in Aspen, Colorado. It was also reported at the Anglo-American conference on youth in England in late 1976 and will contribute to an international meeting on the subject in Paris in 1977. The Corporation paid the consulting fees of Mary McGurn, a secondary-school teacher with experience in the development of training and employment opportunities for disadvantaged youth.

Duke University \$5,000

In spring 1976 the Corporation joined with the Edna McConnell Clark Foundation and the Rockefeller Brothers Fund to provide support for 14 students and two faculty members from Duke University to study the workings and living conditions of migrant farm workers in eastern North Carolina and to investigate the effectiveness of programs of federal assistance to them.

The ten-week summer project was under the direction of Bruce Payne, lecturer in policy sciences and public affairs, and Robert Coles, author of the widely heralded *Children in Crisis* and visiting professor at Duke. The students and Payne and Coles reported their findings to a Congressional committee.

Society of American Law Teachers (SALT) \$15,000

SALT, organized in 1974 as a national association of law professors and teachers, now has a membership of more than 500 persons from roughly 125 law schools. The organization held a national conference during the academic year December 1976 to discuss basic issues facing legal education. Two themes stressed were the relationship, in the teaching of law, between the concepts of law practice and the intellectual aspects of the progression. Conference papers and edited transcripts of the discussion are to be published and disseminated within the legal education field. The Corporation paid almost half the costs of the gathering.

New York University (NYU) \$7,000

This grant was made to enable Leroy D. Clark and W. Haywood Burns, faculty members at NYU's School of Law, and Charles H. Jones, Jr., of the Rutgers University School of Law, to plan a legal textbook exploring the interaction between the American legal system and groups that, at various points in history, have made demands for fundamental social and economic change in American society. In doing so, the authors hope to fill a well-recognized gap in legal casebooks. As former staff lawyers for the NAACP Legal Defense and Education Fund, they bring to the task practical, and as well as teaching, experience in the field.

Project on Race and Social Policy* \$15,000

For several years the Corporation has been supporting research and writing leading to a book on race relations in the United States since 1940. Under the direction of sociologist Dorothy K. Newman, with a staff based in Washington, D. C., the project has been exploring changes in the situation and role of black Americans in American institutions, with special attention given to trends in housing, population, employment, social legislation, civil rights activities and other areas. The study is now completed. Its central thesis is that changes in the status and conditions of blacks have come as a consequence of three basic influences: a favorable political climate, general economic prosperity, and protest by black peoples against perceived injustices. The book, which is to be published by Pantheon Books, should make an important contribution to the literature on race relations in this country.

**Project administered by officers of the Corporation.*

Other grants

Grants in this section fall somewhat outside the Corporation's specific program priorities, although they are well within the foundation's mandate to encourage the advancement and diffusion of knowledge and understanding. Sometimes these grants relate to programs in which the Corporation is no longer active; occasionally they prove to be the start of a new direction.

George Washington University

\$60,000

Options in Education, now more than two years old, is an educational radio program sponsored by the Institute for Educational Leadership (IEL) of George Washington University in Washington, D. C., and aired over National Public Radio's affiliate stations across the country. IEL received this grant for supporting activities of the program—promotion, audience research, and the expenses of an advisory board—with the aim of enhancing the programmatic quality and visibility of the show. In its short history, *Options* has produced hour-long programs on a range of issues touching all levels of the educational system. It has won awards for education reporting and has been picked up for rebroadcast by *Voice of America*. The National Institute of Education, the U.S. Office of Education, and the Robert Sterling Clark Foundation are contributing toward operating costs.

Community Funds, Inc.

\$15,000

The Services Planning Office of the City of New York was set up in 1976 as a planning, liaison, and coordination effort outside the city bureaucracy but supported by the Mayor. Its main function is to work with city agencies in making sure that sound information and analysis underlie mandated reduction and consolidation of budgets for daycare, mental hygiene, child guidance, and other services affecting poor and middle-class residents. The New York Community Trust, the Rockefeller Brothers Fund, the Ford Foundation, the New York Foundation, and Carnegie Corporation are each contributing toward 1976–77 expenses for the Office.

Smithsonian Institution

\$150,000

In January 1972, the Andrew Carnegie home in New York City, acquired by the Corporation under Mrs. Carnegie's will, was given to the Smithsonian Institution in accordance with a resolution by the foundation's board of trustees that the home be used by the Cooper-Hewitt Museum of Design. Extensive renovations were undertaken to make the house suitable for this purpose, and the Corporation made this matching grant toward completion of the construction. The Museum is now open to the public.

Commonwealth program

Throughout most of its 66-year history, Carnegie Corporation has devoted approximately 7½ percent of its annual income for grants for educational endeavors in selected nations of the British Overseas Commonwealth. Special attention in the last decade has been given to the role of universities in Africa in relation to the improvement of primary and secondary schooling and especially teacher training. This interest extended to a few institutions in the West Indies and the South Pacific.

In 1974–75, a review of the objectives and operations of the Commonwealth Program was made by a special committee of the trustees. The committee's conclusions, as adopted by the board, point to some shifts of emphasis, in which grants for relatively costly, long-term educational development projects will be slowly phased out, and more attention will be paid to smaller, facilitative grants for a wide range of activities in such fields as leadership development, social and educational planning, opportunities for women, and regional and international communication. Grants will still be made for projects in Tropical Africa, the Caribbean, and the South Pacific, but new stress will be given to southern Africa. The trustees further recommended that funds available for the Corporation's program in the United States be used when appropriate to facilitate the American response to challenges and problems in Commonwealth countries. Grants this year to the African-American Institute, in New York City, the University of California, Berkeley, and Johns Hopkins University are allocated in part or in full from the U.S. program and are described below.

More precise definition of the Program's nature and scope will be dependent on a continuing process of investigation.

University of Sierra Leone

\$376,300

In 1973–74, with Corporation support, the University of Sierra Leone and the Sierra Leone Ministry of Education carried out a comprehensive review of the country's educational system. The report suggested major shifts in the structure and content of education from the classically narrow academic curriculum of the past to meeting the requirements of a fundamentally rural but developing society. The conclusion was that the University should play a central role, both directly and through assistance to other elements in the educational system, in implementing the recommendations of the review. This three-year grant has enabled the University to form a planning unit to undertake background research, develop proposals, educate the general public and the ministries, and provide technical assistance in translating the hopes of the review into concrete programs.

Johns Hopkins University***\$140,000**

Since 1964 the Corporation has contributed support, through Johns Hopkins University, to 11 annual conferences that have brought members of Congress and the British Parliament together for discussions of African issues and policies of their respective countries toward the nations of Africa. Members of the Canadian Parliament joined these meetings in 1972. The series, organized by the School of Advanced International Studies, has proved invaluable in developing a cadre of American legislators knowledgeable about African affairs. When the original grant for the conferences was renewed in 1971, a complementary series of meetings between American legislators and African leaders—two in the U.S. and two in Africa—were added. The African meetings, described below, were managed by the African-American Institute. This grant will ensure continuation of the Anglo-American series for another four years, with two meetings in England, one in Canada, and one in the U.S.

African-American Institute (AAI) ***\$294,000**

Increased understanding of and interest in Africa by American legislators is also in large part a result of conferences, briefings, and travel opportunities for members of Congress arranged through AAI's Program on American Policies Toward Africa. This grant renews Corporation support of these activities over three years. Specifically the funds are being used for two conferences in Africa of American legislators and African leaders; a group visit to Africa by six members of Congress; seminars on Africa for Congressional aides; a conference in the U.S. for Congressmen and other leaders; and briefings on Africa for representatives of the news media. A portion of the funds is also helping to defray AAI's central administrative expenses and to maintain its external relations staff.

University of Nairobi**\$383,000**

For nine years the Corporation, through both its U.S. and Commonwealth programs, has supported the work of the Child Development Research Unit (CDRU) in Kenya, as a collaborative effort of the University of Nairobi and Harvard University. The Unit has become an important center for comparative research on child development and a model for university-based research that is responsive to developmental needs in Africa. In addition, more than 95 students from the Universities of Nairobi and Dar es Salaam, Tanzania, have received field experience and training as research assistants; 10 of them have been awarded fellowships for study at Harvard University or Teachers College, Columbia University. A 1973 grant helped establish a new Bureau of Educational Research within the University's

** Grant appropriated in part or full under the U.S. program.*

Faculty of Education. CDRU is now one of several research units within the Bureau. Renewed support for the Bureau is being given over four years, representing a final grant for the program.

United States-South Africa Leader Exchange Program (USSALEP)

\$175,000

In one area of South African society—that of employment—desegregation is slowly advancing. A small number of black South Africans are securing training opportunities enabling them to move on to middle and higher management positions. The USSALEP Career Development Project, with an office and small staff in Johannesburg and with support from foundations and American corporations, has been created to encourage this trend. The Project will make short-term grants of from three months to a year to about 50 individuals per year from the fields of business, labor, education, and other professions. The grantees will receive special training in Africa or the United States that will prepare them for administrative or supervisory posts for which they would not otherwise be considered qualified. The Corporation is assisting with a three-year grant toward the total budget of the Project.

South African Institute of International Affairs

\$14,000

The South African Institute of International Affairs, based in Johannesburg, has put together a Study Project to analyze in depth the relations between the United States and South Africa in order to contribute to a clear and realistic perception of the interests and policies on both sides. A study group of South Africans, black and white, including businessmen, academics, and other specialists, is to look at aspects of U.S./South African relations. In addition, the Institute is sponsoring a visit of several months to the United States by a South African specialist, to be followed by a similar visit of an American to South Africa. Partial support for these visits was provided by the Corporation.

Centre for Intergroup Studies

\$13,500

The Centre for Intergroup Studies, situated at the University of Capetown although not part of it, holds seminars and carries out research on the social, economic, and political problems of South African society. In June 1976 the Centre, with Corporation assistance, held a research workshop on the role of universities in Southern Africa which brought representatives of the South African university system together with university leaders from other African nations, from Europe, and North America. The workshop addressed such questions as the university's relationship to the developmental needs of society and the extent to which they should be agents of change. A publication and perhaps fresh perspectives should be the result.

National University of Lesotho

\$14,550

During 1975 the Corporation supplemented the salary of Blair L. MacKenzie, director of the Educational Resource Center of the University of Botswana, Lesotho and Swaziland (UBLS), chairman of the School of Education on the Lesotho campus, and acting dean of the Faculty of Education at the University. Since then, a separate National University of Lesotho has been established, MacKenzie is again receiving salary supplementation from the Corporation, for 1976–77, during which time he will prepare his Basotho successor, who has returned from training in the United States.

United States-South Africa Leader Exchange Program (USSALEP)

\$2,000

The University of the North, which serves black South Africans in the northeastern province of Transvaal, asked USSALEP to arrange for a visit by an experienced librarian to assist in the development of its library programs, including staff training. Anne C. Edmonds, the librarian at Mount Holyoke College, was chosen for this mission, and the Corporation provided for her intercontinental air fare.

University of Lagos

\$10,000

In mid-1976, an African Regional American Studies Conference that involved African and American scholars was held at the University of Abidjan, Ivory Coast. Convened in conjunction with the U.S. Bicentennial, and arranged under the auspices of the University of Lagos, Nigeria, the conference focused on such topics as the impact of American foreign policy on African political development, the American Revolution in cross-cultural perspective, and the influence of American theories of education on Africa. The U.S. Information Agency and the State Department's Bureau of Cultural and Educational Affairs largely supported the conference, while the Corporation provided the remaining funds for administration and travel expenses.

Association of Caribbean Universities and Research Institutes (UNICA)

\$15,000

UNICA, a 45-member association, is making an inventory of the needs and resources in the Caribbean area for the development of African studies programs. A similar look at the non-African aspects of the multi-faceted Caribbean heritage—the overlay of British, French, Spanish, Dutch, American, and East Indian cultural infusions—is being undertaken for UNICA by a small group of scholars and persons in the creative arts. The Corporation is sharing the costs of the first survey with the Ford Foundation and providing full funding for the second. The results of this work will be presented at the fifth general conference of UNICA in April 1977, which has the theme of “Caribbean Higher Education and the Question of Relevance.”

International Council for Adult Education (ICAE) \$15,000

ICAE, in Toronto, is a network of organizations concerned about adult education and includes three regional bodies in Europe, Africa, and the Pacific and national groups in 38 countries, about half of them members of the Commonwealth. In July, ICAE held a major conference at the University of Dar es Salaam, Tanzania, on the role of adult education in national development. Special emphasis was placed on the need for common planning among experts in such fields as health, education, literacy, and agriculture. The Corporation paid the travel expenses of a number of delegates and experts from the U.S. and Commonwealth countries.

University of California, Berkeley (UCB) * \$15,000

First-year science teaching at the University of Ibadan, Nigeria, as in many other African universities, has been characterized by a mix of traditional lectures and laboratory work, with an unclear connection between the two. With increasing numbers of students entering higher education from ill-equipped schools, science teachers are showing new interest in reforming their teaching methods, particularly for introductory courses. This grant enabled Gabriel Ogunmola, a staff member from the University of Ibadan, to spend six months teaching chemistry at UCB under the supervision of George C. Pimentel, an expert on modern methods of teaching science to first-year students and on the uses of educational technology. Pimentel, under an earlier grant, spent a week at Ibadan consulting with the University's chemistry department on its reform program.

African-American Institute (AAI) \$5,500

This grant, administered by AAI, is permitting Ike Azogu, another lecturer in chemistry from the University of Ibadan, to study the use of audiovisual aids and self-teaching techniques in half a dozen American universities. Upon his return, after a six week visit, he has been advising the University's chemistry department on the selection of instructional materials and teaching methods for adoption in introductory courses.

** Grant appropriated in part or full under the U.S. program.*

Books resulting from grants

Each year a number of books and pamphlets reporting the results of projects funded wholly or in part by Carnegie Corporation are published by commercial and university presses and by research organizations.

A number of publications this year are addressed to major issues in education:

The Boundless Resource: A Prospectus for an Education-Work Policy

by Willard Wirtz and the National Manpower Institute (The New Republic Book Company, Inc.)

From School to Work: Improving the Transition

A collection of policy papers prepared for the National Commission for Manpower Policy (U.S. Government Printing Office)

Toward a Literate Society

edited by John B. Carroll and Jeanne S. Chall (McGraw-Hill Book Company)

Measuring Educational Progress: A Study of the National Assessment

by William Greenbaum (McGraw-Hill Book Company)

Public Education

by Lawrence A. Cremin (Basic Books, Inc.)

Grants in the field of higher education resulted in the following publications:

Accent on Learning

by K. Patricia Cross (Jossey-Bass, Inc., Publishers)

Experiential Learning: Rationale, Characteristics, and Assessment

by Morris T. Keeton and Associates (Jossey-Bass, Inc., Publishers)

Mergers in Higher Education

by John D. Millett (American Council on Education)

Higher Education and the Current Crises

edited by Barbara B. Burn (International Council for Educational Development)

Academics on Strike

by James P. Begin, Theodore Settle, Paula Alexander (MacCrellich & Quigley Company)

Some Action of Her Own: The Adult Woman and Higher Education

edited by Helen S. Astin (D. C. Heath & Company)

Several publications concerned with early childhood education and development reflect the Corporation's interest in that area. The first is one of a series of studies on child care in nine countries:

Early Child Care in Israel

by Chanan Rapaport and Joseph Marcus (Gordon and Breach, Science Publishers, Inc.)

Here to Stay: American Families in the Twentieth Century

by Mary Jo Bane (Basic Books, Inc.)

Human—and anti-human—Values in Children's Books

by the Council on Interracial Books for Children's Racism and Sexism Resource Center for Educators

A number of books emerged from the Corporation's public affairs program:

Campaign Money: Reform and Reality in the States

edited by Herbert E. Alexander (The Free Press)

Catalogue: An Index to Indian Legal Materials and Resources

(National Indian Law Library of the Native American Rights Fund)

Doctors and Dollars Are Not Enough: How to Improve Health Services for Children and Their Families

A report by the Children's Defense Fund of the Washington Research Project, Inc.

Two books have emerged from the Commonwealth Program. The first is an account of the Program's activities since 1953. The history was commissioned in 1973.

Creative Philanthropy: Carnegie Corporation and Africa 1953-1973

by E. Jefferson Murphy (Teachers College Press)

History of Higher Education in Canada 1663-1960

by Robin S. Harris (University of Toronto Press)

Several publications reflect the Corporation's earlier activities in international affairs:

Corporate Power in an African State: The Political Impact of Multinational Mining Companies in Zambia

by Richard L. Sklar (University of California Press)

Comparative Socialist Systems: Essays on Politics and Economics

edited by Carmelo Mesa-Lago and Carl Beck (University of Pittsburgh, University Center for International Studies)

Other books of special interest are:

Benefits in Medical Care Programs

by Avedis Donabedian (Harvard University Press)

The Wealth of the American People

by Oscar and Mary F. Handlin (McGraw-Hill Book Company)

Giving in America: Toward a Stronger Voluntary Sector

A report of the Commission on Private Philanthropy and Public Needs

Public Policy and Private Interests: The Institutions of Compromise (third in a series)

by D. C. Hague, W. J. M. Mackenzie, A. Barker (The Macmillan Press Ltd./Distributed by Holmes and Meier Publishers, Inc.)

Toward the Measurement of Competence in Medicine

by John R. Senior, M.D. (National Board of Medical Examiners/American Board of Internal Medicine)

Bernini Is Dead? Architecture and the Social Purpose

by John Burchard (McGraw-Hill Book Company)

The Carnegie Commission on Higher Education was established in 1967 by The Carnegie Foundation for the Advancement of Teaching with major

funding from Carnegie Corporation of New York. Although the official work of the Commission ended in 1973, several of its sponsored research reports were published during 1976. These reports may be obtained from Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111.

Managing Multicampus Systems: Effective Administration in an Unsteady State

by Eugene C. Lee and Frank M. Bowen

Challenges Past, Challenges Present: An Analysis of American Higher Education Since 1930

by David D. Henry

Presidents Confront Reality: From Edifice Complex to University Without Walls

by Lyman A. Glenny, John R. Shea, Janet H. Ruyle, Kathryn H. Freschi

**The
report of
the secretary**

The report of the secretary

Carnegie Corporation suffered a tremendous loss with the death of trustee Marta Valle. The board adopted the following memorial minute at its December meeting:

As trustees of Carnegie Corporation of New York, we wish to record our profound sorrow and sense of loss at the untimely death on November 10, 1975, of our colleague, Marta Valle.

Elected a trustee in 1971, Ms. Valle served with distinction as a member of the board until her death. During that all too brief period, her warm and generous nature earned her the fast friendship of trustees and staff members alike, her intelligence and judgment brought her our unstinting respect, and her bravery in the final months of her life won our total admiration.

Marta Valle enlarged the vision of this foundation through her exceptional capacity to communicate the needs and hopes not only of her own Puerto Rican community but of all those who suffer from poverty, injustice, discrimination, and deprivation. Despite the widespread professional and public recognition that marked her career, her abiding sense of obligation to the welfare of society's least fortunate members never became dimmed. Beneath her characteristically calm and moderate disposition, there lay a fierce passion for the cause of social justice.

Marta Valle left her mark on this foundation and the men and women who invest it with life. She will be immensely missed by us all.

The board of trustees held regular meetings on October 9 and December 11, 1975, and February 12, April 8, and June 8, 1976. A special two-day "retreat" meeting to permit in-depth discussion of the Corporation's programs was held in Washington, D. C., on March 18 and 19, 1976.

At the annual meeting in December, two long-term trustees retired from the board: David A. Shepard, a trustee since 1962 and chairman of the board from 1971 through 1974, and Amyas Ames, a trustee since 1965 and chairman of the finance committee starting in 1966 and then of the finance and administration committee from the time it was formed in 1971. At a luncheon preceding the meeting, the board expressed its gratitude for their long and generous service to the Corporation.

Several trustee terms were due to expire at the close of the December meeting, and elections were held. Harding F. Bancroft and Louis W. Cabot were reelected to three-year terms and Francis Keppel, Philip R. Lee, and Howard D. Samuel to four-year terms. Caryl P. Haskins was reelected chairman and Mr. Bancroft vice chairman of the board.

Three new trustees were elected during the year, all to serve for terms ending at the close of the annual meeting in 1979. Carl M. Mueller, president of the investment firm of Loeb Rhoades & Co. Inc., was elected at the December meeting. Mr. Mueller is a graduate of the Massachusetts Institute of Technology and is a member of the corporation of the Institute, serving on its executive and investment committees. He is also a director of several business corporations and a trustee of the John Simon Guggenheim Memorial Foundation.

Cándido A. de León, president of Eugenio Maria de Hostos Community College of the City University of New York, was made a trustee at the February meeting. Mr. de León holds degrees from St. Peter's College and the New School for Social Research and is a Ph.D. candidate at Teachers College, Columbia University. He is, among other things, a board member of the New York Council of Humanities and a member of the Minority Programs Committee of the Graduate Record Examination Board and the Puerto Rican Committee on the 1980 Census.

John C. Taylor, 3rd, a partner in the New York law firm of Paul, Weiss, Rifkind, Wharton & Garrison, was also elected at the February meeting. Mr. Taylor graduated from Princeton University and holds the LL.B. from Yale University Law School. He is chairman of the trustee members of the American Field Service.

During the year the finance and administration committee consisted of Malcolm MacIntyre, chairman; Mr. Bancroft; Mr. Haskins; Madeline McWhinney; Mr. Mueller; Alan Pifer; and Mr. Samuel. It met on October 22, 1975, and January 27, April 14, August 9, and September 22, 1976.

The nominating committee was composed of Mr. Bancroft, chairman; Robert F. Bacher; Mr. Cabot; Mr. Pifer; and Franklin A. Thomas. It met on February 12 and June 8, 1976.

The staff of the Corporation experienced a number of major changes this year.

After 41 years of service, Florence Anderson, secretary of the Corporation,

retired on October 31. A graduate of Mount Holyoke College, she began her career with the Corporation in 1934, advancing to various positions until, in 1954, she became corporate secretary. Ms. Anderson is now a consultant to the Corporation and is organizing its archival materials. She is succeeded as secretary by Sara L. Engelhardt, who first joined the Corporation staff in 1964. Ms. Engelhardt holds degrees from Wellesley College and Teachers College, Columbia University.

Also retiring this year, in April, was Stephen H. Stackpole, director of the Commonwealth Program. A graduate of Harvard University, he joined the staff in 1940 as assistant to the president. In 1947 he became assistant director of the Commonwealth Program and took charge of the Program in 1953. David R. Hood, former dean of the University of Hawaii School of Law, became the new director of the Commonwealth Program in June. He is a graduate of Gonzaga University and the Harvard Law School, and he has been on the law faculty of Wayne State University as well as having been a partner in a law firm specializing in constitutional and civil rights litigation.

F. Lee Jacquette, treasurer since 1968, left the Corporation in July to become senior vice president and chief financial officer of The Arizona Bank in Phoenix. Succeeding him as treasurer is Richard H. Sullivan, who came to the Corporation in 1970 as assistant to the president. Mr. Sullivan had previously been president of Reed College and of the Association of American Colleges and executive vice president and treasurer of the Educational Testing Service.

Catherine McDermott, personnel director and office manager, resigned in September to assume personnel responsibilities at the Robert Wood Johnson Foundation. She had joined the staff in 1969. Idalia Holder, formerly personnel assistant, was promoted to personnel administrator to reflect her increased responsibilities in this area. Ms. Holder joined the staff in 1974 with a B.A. degree in personnel administration from Northeastern University and several years' experience with the New York Life Insurance Company.

Thomas A. Bergin, who came to the Corporation as assistant treasurer in 1974, was promoted to associate treasurer in October. Joyce DeGroot, who joined the staff as an administrative assistant in 1974, was promoted to assistant secretary in April.

Vivien Stewart returned to the Corporation in September after a year's leave of absence in England. She has resumed her program work in the area of elementary and secondary education.

In May, Kristin Anderson was made program associate for the Commonwealth Program. She was formerly an assistant program officer at the Ford Foundation and is a graduate of American University.

Sara Sackett, program assistant in the elementary and secondary education area left the Corporation in September. She had been with the Corporation since early 1974.

The
report of
the treasurer

The report of the treasurer

The annual financial statements and additional financial tabulations for Carnegie Corporation of New York appear on pages 85 through 116. The following comments highlight and supplement the information disclosed in the financial statements.

Investment matters

On September 30, 1976, the market value of the Corporation's investment assets was \$280.1 million, compared to \$239.9 million one year earlier.

The table below shows the composition of these investment assets, together with net realized gains or losses on transactions during the year.

The investment portfolio on September 30, 1976

	Market value	Percent of total	Net gain on investment transactions during year
Equities			
Common stocks	\$186,879,940	66.7	\$4,295,952
Convertible securities	19,487,844	7.0	675,352
Fixed income securities			
Short-term	10,631,000	3.8	2,758
Other	63,135,332	22.5	496,214
	<u>\$280,134,116</u>	<u>100.0</u>	<u>\$5,470,276</u>

The Corporation's principal investment objective is to achieve satisfactory long-range total return, consisting of realized and unrealized capital appreciation as well as dividend and interest income. In pursuing this objective, increased reliance is now being placed on dividend and interest income, so as to reduce dependence on capital gains to sustain budgets under intense pressure from inflation.

For a five-year period, including the year under review, three outside investment managers have been employed, each having responsibility for about one-third of the Corporation's total investment portfolio: United States Trust Company of New York, Morgan Guaranty Trust Company of New York, and Miller, Anderson & Sherrerd, a Philadelphia firm. At the close of the fiscal year the decision was made to consolidate the management of the total portfolio, in an approximately equal division, between the latter two managers.

The Corporation's trustees, within investment policies and standards set by them, delegate discretion over decisions on individual purchases or sales of securities to the investment managers. The trustees rely on these managers to initiate purchase and sale transactions in conformity with the highest ethical standards of the investment community. The board's finance and administration committee periodically reviews and ratifies all such transactions and holds regular meetings with the investment managers.

In delegating initial authority to outside managers, the trustees retain responsibility for investment policy decisions, including decisions involving the social performance of business firms represented in the investment portfolio. As part of their responsibility to consider corporate social performance, the trustees have endorsed the following procedures for voting proxies.

The Corporation's treasurer receives and reviews all proxy statements and votes proxies of a routine nature. Proxy statements which raise questions with material social implications are referred to the finance and administration committee which then decides, on behalf of the full board of trustees, how the proxies shall be voted. The consideration of proxy issues by the trustees is not limited to merely a positive or negative vote on particular proposals. It sometimes involves written and oral communication with senior officers of firms whose securities have a place among the Corporation's assets.

The Corporation's income

The income from investments for the year ended September 30, 1976, was \$13,312,294, an increase of 14.5 percent from \$11,627,299 the preceding year. Income from investments was supplemented by \$22,867 of other income: \$3,975 in excess income and reversionary income on trusts administered by Hudson United Bank, and \$18,892 in dividends on annuity policies purchased many years ago by the Corporation to supplement the allowances for retired college professors provided by The Carnegie Foundation for the Advancement of Teaching.

The net realized gain on investment transactions during the year was \$5,470,276 compared with a loss of \$8,356,234 in the 1974-75 fiscal year. Since the Corporation's inception, the cumulative net gain on investment transactions has been \$131,109,438. Prior to 1975-76 \$29,404,629 of this gain was allocated to income and devoted to appropriations. During 1975-76, the amount so allocated was \$2,675,601.

Appropriations and expenditures

For the United States and Commonwealth programs, a total of \$12,894,659 was appropriated in fiscal 1976. A complete list of appropriations is shown on pages 98 through 116.

Any balance held by a grantee after a project has been completed or terminated is normally refunded to the Corporation. These refunds, along with write-offs of commitments made in prior years, are listed on page 116 as adjustments of appropriations. For the year ended September 30, 1976, these refunds and write-offs provided \$92,476 so that net appropriations amounted to \$12,802,183.

General administration and program management expenditures shown in detail on page 97, were \$1,934,171, compared with \$1,899,484 in fiscal 1975.

As required by the provisions affecting foundations in the Tax Reform Act of 1969, Carnegie Corporation was subject to the federal excise tax on investment income. For the year, the Corporation's estimated federal tax liability was \$693,860, a sum which otherwise would have been available for philanthropic grants.

Five-year summary of financial highlights

Fiscal year ended September 30	Appropriations for grants net of refunds and write-offs	General administration and program management expenditures	Market value of investment assets on September 30
1976	\$12,802,183	\$1,934,171	\$280,134,116
75	13,564,827	1,899,484	239,886,491
74	15,577,551	1,667,790	198,948,833
73	16,448,895	1,599,277	336,452,962
72	15,465,214	1,395,089	351,814,948

Audit by independent accountants

The bylaws provide that Carnegie Corporation's accounts are to be audited each year by an independent public accountant. Accordingly, the firm of Peat, Marwick, Mitchell & Co. examined the Corporation's financial statements for 1975-76.

The Corporation's financial statements and related schedules, together with a report of Peat, Marwick, Mitchell & Co., appear in the following pages.

Opinion of independent accountants

The Board of Trustees
Carnegie Corporation of New York:

We have examined the balance sheets of Carnegie Corporation of New York as of September 30, 1976 and 1975, and the related statements of changes in fund balances for the years then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of Carnegie Corporation of New York at September 30, 1976 and 1975, and the changes in its resources for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis. Supplementary data presented in Schedules 1–3 have been subjected to the same auditing procedures and, in our opinion, are stated fairly in all material respects when considered in conjunction with the financial statements taken as a whole.

Peat, Marwick, Mitchell & Co.

New York, New York
October 29, 1976

Carnegie Corporation of New York
Exhibit A
Balance sheets
September 30, 1976 and 1975

Balance sheets	1976	1975
Assets		
Investments, at amortized cost (market value \$280,134,116 in 1976; \$239,886,491 in 1975)		
Equities	\$172,066,761	\$168,631,620
Fixed income	75,920,244	77,903,268
	<u>247,987,005</u>	<u>246,534,888</u>
Cash	618,300	309,844
Total assets	<u>\$248,605,305</u>	<u>\$246,844,732</u>
Liabilities and fund balances		
Liabilities		
Unpaid appropriations	\$13,544,983	\$14,829,554
Federal excise tax payable	694,245	445,534
Total liabilities	<u>14,239,228</u>	<u>15,275,088</u>
Fund balances (Exhibit B)		
Income	—	—
Principal	<u>234,366,077</u>	<u>231,569,644</u>
Total fund balances	<u>234,366,077</u>	<u>231,569,644</u>
Total liabilities and fund balances	<u>\$248,605,305</u>	<u>\$246,844,732</u>

See accompanying notes to financial statements.

Carnegie Corporation of New York
Exhibit B
Statements of changes in fund balances
for the years ended September 30, 1976 and 1975

Income fund	1976	1975
Income		
Interest and dividends	\$13,312,294	\$11,627,299
Less investment expenditures (note 3)	580,548	519,996
Net investment income	12,731,746	11,107,303
Other	22,867	28,066
Total income	12,754,613	11,135,369
Expenditures		
Provision for federal excise tax	693,860	444,436
General administration and program management (note 3)	1,934,171	1,899,484
Grant appropriations (net of refunds and write-offs of \$92,476 in 1976; \$310,190 in 1975)	12,508,796	13,073,443
Appropriations for studies and projects administered by the officers (net of write-offs of \$63,018 in 1975)	293,387	491,384
Total expenditures	15,430,214	15,908,747
Excess of expenditures over income	(2,675,601)	(4,773,378)
Allocation from principal fund of gains on investment transactions	\$2,675,601	\$4,773,378

See accompanying notes to financial statements.

Principal fund	1976	1975
Balance at beginning of year	\$231,569,644	\$244,696,272
Additions:		
Net gain (loss) on investment transactions	5,470,276	(8,356,234)
Net gain on recovery of reversionary interests	1,758	2,984
	<u>237,041,678</u>	<u>236,343,022</u>
Deduction:		
Gains on investment transactions allocated to income fund	2,675,601	4,773,378
Balance at end of year	<u>\$234,366,077</u>	<u>\$231,569,644</u>
Consisting of:		
Nonexpendable:		
Endowment	\$125,000,000	\$125,000,000
Legacy	10,336,868	10,336,868
	<u>135,336,868</u>	<u>135,336,868</u>
Expendable: net gains and losses on investment transactions and reversionary interests	99,029,209	96,232,776
	<u>\$234,366,077</u>	<u>\$231,569,644</u>

See accompanying notes to financial statements.

Carnegie Corporation of New York
Notes to financial statements
September 30, 1976 and 1975

(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared substantially on the accrual basis of accounting, and accordingly reflect all significant receivables and payables. Investment income is recorded on a cash-collected basis and fixed asset acquisitions are charged against income in the year acquired. Such acquisitions are not reflected as fixed assets in the accompanying financial statements.

The resources of the Corporation are accounted for in two fund groups—income and principal. The principal fund consists of nonexpendable and expendable resources. Non-expendable resources have been received from a benefactor who by the terms of the conveying instruments has stipulated that the principal may never be expended. Expendable resources represent net gains and losses on investment transactions and reversionary interests which are available to support activities in accordance with the provisions of the New York State Not-for-Profit Corporation Law.

- (2) The Corporation has a non-contributory retirement plan under arrangements with Teachers Insurance and Annuity Association and College Retirement Equities Fund which provides for purchase of annuities for employees. Retirement plan expense for the years ended September 30, 1976 and 1975, was \$164,699 and \$174,302 respectively. There were no unfunded past service costs.
- (3) The Corporation shares office facilities and certain personnel with The Carnegie Foundation for the Advancement of Teaching. Under such arrangement, the Corporation received \$75,000 in 1976 and 1975 from the Foundation as reimbursement for expenditures attributable to the Foundation's operations. Such reimbursement has been allocated to general administration and program management and investment expenditures in the amounts of \$70,966 and \$4,034, respectively, for 1976 and \$71,767 and \$3,233, respectively, for 1975.

Carnegie Corporation of New York
Schedule 1
Income from investments
for the year ended September 30, 1976, and
Statement of investments held
at September 30, 1976

Summary of investments held and income from investments

	Amortized cost	Market value	Greater or (less) than amortized cost	Income
Equities				
Common stocks	\$153,959,229	\$186,879,940	\$32,920,711	\$6,959,449
Convertible securities	18,107,532	19,487,844	1,380,312	725,952
Fixed income securities				
Short-term	10,631,000	10,631,000	—	901,867
Other	65,289,244	63,135,332	(2,153,912)	4,725,026
	<u>\$247,987,005</u>	<u>\$280,134,116</u>	<u>\$32,147,111</u>	<u>\$13,312,294</u>

Statement of investments held

Equities	Shares	Cost	Market value
<i>Common stocks</i>			
Affiliated Bankshares of Colorado, Inc.	19,000	\$724,266	\$266,000
Air Products & Chemicals, Inc.	7,400	295,685	266,400
Airco, Inc.	40,000	1,005,701	1,210,000
Alcan Aluminium, Ltd.	28,000	749,915	738,500
Alcon Laboratories, Inc.	16,000	338,456	366,000
Alexander & Alexander Services, Inc.	14,700	491,887	558,600
Allis Chalmers Corp.	55,000	968,985	1,471,250
Amax, Inc.	21,300	893,669	1,224,750
American Cyanamid Co.	43,100	1,163,415	1,169,088
American Express Co.	20,900	793,588	825,550
American Standard, Inc.	42,000	1,101,541	1,191,750
American Telephone & Telegraph Co.	161,400	7,900,339	9,704,175
Amstead Industries	21,000	635,857	1,023,750
Anheuser Busch, Inc.	17,400	450,058	491,550
Archer-Daniels-Midland Co.	48,000	861,938	954,000
Arizona Bank	15,750	208,062	220,500
Associated Dry Goods Corp.	41,900	1,140,970	1,283,188
Automatic Data Processing, Inc.	10,000	121,773	312,500
Avnet, Inc.	25,000	454,513	468,750
Avon Products Co.	22,300	967,866	1,067,613
Bank America Corp.	21,600	500,375	526,500
Barnett Banks of Florida, Inc.	33,000	396,112	466,125
Big Three Industries, Inc.	32,744	431,813	1,113,296
Bristol-Myers Co.	11,300	801,638	829,138
Brooks Fashion Stores, Inc.	6,000	44,000	48,750

Statement of investments held

Equities	Shares	Cost	Market value
<i>Common stocks—Continued</i>			
Burroughs Corp.	5,900	\$497,729	\$543,537
Cameron Iron Works, Inc.	2,000	227,450	238,000
Caterpillar Tractor Co.	21,000	831,977	1,162,875
Central & Southwest Corp.	51,800	693,709	867,650
Chemed Corp.	8,000	276,763	174,000
Chubb Corp.	15,000	571,750	611,250
Clark Equipment Co.	8,000	322,352	340,000
Cleveland-Cliffs Iron Co.	12,000	703,447	828,000
Coca-Cola Bottling Co. of Miami	9,000	118,750	105,750
Coca-Cola Co.	21,333	903,628	1,831,971
Commonwealth Edison Co.	16,000	480,501	506,000
Consolidated Freightways, Inc.	39,000	473,984	1,053,000
Continental Corp.	18,300	764,188	974,475
Continental Oil Co. (Del.)	47,400	1,610,722	1,824,900
Corning Glass Works	11,200	472,408	800,800
Crum & Forster	6,000	195,000	198,000
Cummins Engine Co., Inc.	18,600	603,290	846,300
Cutler-Hammer, Inc.	10,500	397,635	354,375
Data General Corp.	8,300	264,897	381,800
Denny's, Inc.	38,000	819,915	855,000
Disney (Walt) Productions	10,300	494,138	493,112
Dover Corp.	33,000	649,026	1,155,000
Dow Chemical Co.	50,000	1,654,891	2,225,000
Dow Jones & Co., Inc.	11,100	300,475	317,738
Duke Power Co.	99,000	1,510,630	2,128,500
Dun & Bradstreet Companies, Inc.	11,100	304,840	301,088
DuPont (E. I.) de Nemours & Co.	13,900	2,153,704	1,758,350
Eastern Gas & Fuel Associates	40,500	694,442	1,022,625
Eastman Kodak Co.	21,000	691,996	1,887,375
Eaton Corp.	28,600	1,245,418	1,222,650
Emery Air Freight Corp.	5,600	199,808	207,200
Ethyl Corp.	15,500	673,744	585,125
Exxon Corp.	114,932	4,138,631	6,378,726
Farmers Group, Inc.	69,000	889,937	1,587,000
Federated Department Stores, Inc.	25,500	1,227,315	1,182,563
Ferro Corp.	14,000	473,665	458,500
Fidelcor, Inc.	10,000	219,500	205,000
First Alabama Bancshares, Inc.	5,250	166,775	99,750
First Bank System, Inc.	12,000	679,350	483,000
First Kentucky National Corp.	13,000	295,750	442,000
General Dynamics Corp.	5,000	309,705	262,500
General Motors Corp.	57,811	2,791,476	4,241,882
General Signal Corp.	17,500	655,109	945,000
General Telephone & Electronics Corp.	75,000	1,926,852	2,203,125
Giddings & Lewis, Inc.	25,000	255,532	212,500
Gilbert Associates, Inc. "A"	8,000	317,387	164,000
Goodyear Tire & Rubber Co.	70,600	1,242,993	1,676,750
Gould, Inc.	19,500	491,505	511,875
Gulf Oil Corp.	96,700	2,198,477	2,671,338
Halliburton Co.	25,800	1,372,750	1,747,950
Harte-Hanks Newspapers	14,000	162,739	322,000
Helmerich & Payne, Inc.	4,500	195,065	194,063
Howard Johnson Co.	16,000	153,642	172,000
Hughes Supply, Inc.	19,000	331,775	171,000
Hughes Tool Co.	6,200	248,128	298,375
INA Corp.	47,000	1,234,818	2,044,500
INCO, Ltd.	27,000	971,035	904,500
Inland Steel Co.	30,800	1,258,326	1,547,700
Interco, Inc.	27,500	1,179,665	1,210,000
International Business Machines Corp.	35,400	7,748,025	9,960,675
International Paper Co.	15,700	833,537	1,102,925

Statement of investments held

Equities	Shares	Cost	Market value
<i>Common stocks—Continued</i>			
Jerrico, Inc.	20,000	\$626,395	\$655,000
Johnson & Johnson	5,600	499,406	506,800
Jonathan Logan, Inc.	75,000	871,538	1,059,375
Kaiser Aluminum & Chemical Corp.	34,500	880,118	1,254,938
Kirsch Co.	15,800	212,422	250,825
Kraftco Corp.	27,300	1,088,686	1,248,975
Lawter Chemicals, Inc.	11,718	214,812	117,180
Lenox, Inc.	29,500	846,017	604,750
Levi Strauss & Co.	39,000	837,385	853,125
Lilly (Eli) & Co.	11,300	605,211	625,738
Loctite Corp.	9,000	283,887	160,875
Longs Drug Stores, Inc.	6,000	217,997	199,500
Louisville Gas & Electric Co.	26,100	499,143	652,500
MCA, Inc.	22,000	644,537	638,000
Mallory (P. R.) & Co., Inc.	30,000	697,472	975,000
Manufacturers Hanover Corp.	19,400	640,059	674,150
Marathon Oil Co.	18,000	870,695	1,086,750
May Department Stores Co.	20,850	553,854	643,744
Maytag Co.	18,500	498,625	626,687
McCormick & Co., Inc. (Non-voting)	23,800	759,636	898,450
McDermott (J. Ray) & Co., Inc.	7,400	271,578	391,275
Mead Corp.	112,500	1,205,534	2,053,125
Medtronic, Inc.	23,000	616,025	529,000
Merck & Co., Inc.	7,300	588,815	572,138
Mobil Corp.	68,635	2,852,781	4,221,053
Monsanto Co.	10,000	689,481	883,750
NCR Corp.	55,000	1,983,038	1,904,375
National Semiconductor Corp.	19,000	183,972	679,250
Norfolk & Western Railway Co.	15,000	1,008,024	1,344,375
Northern Indiana Public Service Co.	45,800	791,052	898,825
Northern States Power Co. (Minn.)	28,600	688,308	800,800
Northwest Airlines, Inc.	12,200	213,755	372,100
Ohio Casualty Corp.	10,000	390,375	445,000
Ohio-Sealy Mattress Manufacturing Co.	28,000	212,423	213,500
Oshman's Sporting Goods, Inc.	23,000	195,830	276,000
Panhandle Eastern Pipeline Co.	18,000	452,118	715,500
Pay'N Save Corp.	11,800	171,000	277,300
Penney (J. C.) Co., Inc.	24,300	1,468,650	1,272,713
Peterson Howell & Heather, Inc.	16,800	246,735	210,000
Petrie Stores Corp.	3,000	119,722	201,000
Phelps Dodge Corp.	18,100	721,539	760,200
Philadelphia National Corp.	45,500	1,137,250	1,308,125
Phillips Petroleum Co.	13,000	740,201	799,500
Pizza Hut, Inc.	33,612	885,550	806,688
Procter & Gamble Co.	23,132	1,736,308	2,235,130
Provident National Corp.	46,000	1,373,249	943,000
Public Service Co. of Indiana, Inc.	43,500	1,063,604	1,223,438
Republic of Texas Corp.	20,000	552,875	632,500
Revco D. S., Inc.	11,400	168,637	265,050
Reynolds & Reynolds Co.	8,000	116,000	128,000
Reynolds (R. J.) Industries, Inc.	22,600	1,224,235	1,412,500
Rollins, Inc.	37,000	981,370	851,000
St. Regis Paper Co.	36,000	1,046,015	1,417,500
Schering-Plough Corp.	17,000	705,883	915,875
Schlumberger, Ltd.	25,797	1,030,105	2,579,700
Scott Paper Co.	70,000	1,165,875	1,400,000
Scovill Manufacturing Co.	63,000	884,126	1,110,375
Sears Roebuck & Co.	25,433	1,118,650	1,688,115
Smith International, Inc.	13,500	431,080	509,625
Smithkline Corp.	14,000	982,300	1,141,000
Sony Corp. ADR (New)	56,250	508,628	520,312

Statement of investments held

Equities	Shares	Cost	Market value
<i>Common stocks—Continued</i>			
Square D Co.	35,000	\$625,647	\$910,000
Standard Brands, Inc.	28,000	921,943	847,000
Standard Oil Co. (Indiana)	22,500	1,079,576	1,248,750
Standard Oil Co. (Ohio)	14,000	1,000,705	1,041,250
Stauffer Chemical Co.	23,906	831,159	1,090,711
Stevens (J. P.) & Co., Inc.	65,300	824,336	1,265,188
Sybron Corp.	40,000	1,122,231	765,000
Tektronics, Inc.	3,200	198,400	204,800
Tenneco, Inc.	69,400	2,129,078	2,342,250
Tennessee Valley Bancorp, Inc.	12,000	346,350	172,500
Texaco, Inc.	10,000	245,232	281,250
Texas Eastern Corp.	90,400	3,057,566	3,367,400
Texas Gas Transmission Corp.	29,500	860,897	1,253,750
Texas Instruments, Inc.	12,100	1,226,282	1,403,600
Textron, Inc.	53,000	1,014,014	1,576,750
Time, Inc.	18,400	1,161,871	1,269,600
UAL, Inc.	10,500	214,149	269,063
Union Carbide Corp.	46,000	2,205,468	2,909,500
Union Pacific Corp.	9,000	682,937	779,625
Upjohn Co.	14,100	599,257	609,825
U. S. Tobacco Co.	42,600	827,674	1,006,425
Utah International, Inc.	18,800	916,978	1,118,600
Warner-Lambert Co.	16,900	602,463	574,600
West-Point Pepperell, Inc.	35,000	1,162,793	1,295,000
Westmoreland Coal Co.	15,000	875,350	810,000
Westvaco Corp.	14,000	500,348	560,000
Williams Companies	40,000	1,215,105	985,000
Winn-Dixie Stores, Inc.	18,500	705,955	693,750
Xerox Corp.	17,700	1,130,751	1,126,163
Yellow Freight System, Inc.	15,300	541,850	569,925
Zenith Radio Corp.	30,600	647,180	891,225
Total		\$153,959,229	\$186,879,940

Convertible securities	Par value or shares	Cost	Market value
<i>Bonds</i>			
American Hospital Supply Corp. 5.75% to Dec. 1, 1999	\$800,000	\$1,018,250	\$1,044,000
American International Group, Inc. 4% July 1, 1997	1,415,000	1,453,625	1,239,894
Baxter Laboratories, Inc. 4.75% Jan. 1, 2001	905,000	905,000	1,013,600
Caterpillar Tractor Co. 5.50% June 30, 2000	500,000	500,000	582,500
Chesebrough-Pond's Int'l Cap. Corp. 6.25% Dec. 15, 1984	860,000	1,001,071	933,100
Eastman Kodak Int'l Cap. Co., Inc. 4.50% May 15, 1988	1,300,000	1,576,750	1,449,500
Georgia Pacific Corp. 6.25% May 15, 2000	900,000	923,125	1,055,250
Louisiana Land Offshore Exploration Co., Inc. 1% to Sept. 30, 1977 5% to Oct. 1, 1982	1,500,000	1,007,875	1,245,000
Mallinckrodt, Inc. 5.75% Nov. 1, 2000	715,000	715,000	725,725
Masco Corp. 4.50% Jan. 31, 1988	300,000	261,000	267,000

Statement of investments held

Convertible securities	Par value or shares	Cost	Market value
<i>Bonds—Continued</i>			
Occidental Petroleum Corp. 7.50% June 15, 1996	\$440,000	\$431,869	\$454,300
Pennzoil Louisiana & Texas Offshore, Inc. 6% May 1, 1979	2,500,000	1,917,125	2,650,000
Tenneco Corp. 6¼% Oct. 1, 1992	450,000	412,875	531,000
Wal-Mart Stores, Inc. 6½% May 31, 1995	300,000	300,000	421,125
<i>Preferred stocks</i>			
Amax, Inc. \$5.25 "A"	4,700	538,242	653,300
Ingersoll-Rand Co. \$2.35	19,600	990,243	901,600
Southern Railway Co. \$3.00 "A"	12,400	665,029	719,200
Travelers Corp. \$2.00	41,900	1,742,202	1,759,800
United Technologies Corp. \$8.00	6,500	1,012,895	1,001,000
Weyerhaeuser Co. \$2.80	13,900	735,356	840,950
Total		<u>\$18,107,532</u>	<u>\$19,487,844</u>

Fixed income securities	Par value	Cost	Market value
<i>Short-term</i>			
American Express Co. 5.136% Oct. 14, 1976	\$420,000	\$420,000	\$420,000
American Express Credit Corp. Demand Notes	43,000	43,000	43,000
Atlantic Richfield Co. Demand Notes	1,269,000	1,269,000	1,269,000
Continental Illinois Nat'l Bank & Trust Co. Certificates of Deposit 5.60% Oct. 26, 1976	1,000,000	1,000,000	1,000,000
5¼% Dec. 7, 1976	500,000	500,000	500,000
General Electric Co. Demand Notes	654,000	654,000	654,000
General Electric Credit Corp. Demand Notes	549,000	549,000	549,000
General Motors Acceptance Corp. Demand Notes	2,751,000	2,751,000	2,751,000
International Harvester Credit Corp. 5.060% Oct. 5, 1976	325,000	325,000	325,000
4.910% Oct. 12, 1976	450,000	450,000	450,000
Manufacturers Hanover Trust Co. Certificates of Deposit 5.20% Oct. 12, 1976	200,000	200,000	200,000
5.30% Nov. 18, 1976	100,000	100,000	100,000
5.50% Nov. 23, 1976	1,000,000	1,000,000	1,000,000
5.35% Nov. 29, 1976	700,000	700,000	700,000
Sears Roebuck Acceptance Corp. Demand Notes	245,000	245,000	245,000
U. S. Steel Credit Corp. 4.759% Oct. 7, 1976	425,000	425,000	425,000
Total		<u>\$10,631,000</u>	<u>\$10,631,000</u>

Statement of investments held

Fixed income securities	Par value	Amortized cost	Market value
<i>Other</i>			
Abilene AFB Housing, Inc. (Mortgage) 4% Aug. 1, 1982	\$2,158,240	\$2,174,366	\$1,910,042
Alcan Aluminium, Ltd. 4¾% Dec. 31, 1984	722,000	722,000	603,707
American Telephone & Telegraph Co. 8¾% May 15, 2000	2,000,000	2,002,991	2,112,500
Anbel Leasing Corp. 6½% Nov. 30, 1992	183,198	183,198	155,259
6½% Feb. 15, 1993	188,691	188,691	158,972
6½% Mar. 22, 1993	191,001	191,001	161,396
6½% Apr. 15, 1993	201,361	201,361	170,149
6½% May 15, 1993	196,492	196,492	166,036
Bethlehem Steel Corp. 9% May 15, 2000	2,000,000	2,000,000	2,082,500
Burlington Industries, Inc. 9% Aug. 15, 1995	2,000,000	2,000,000	2,032,500
Carter Hawley Hale Stores, Inc. 9.45% Dec. 15, 2000	750,000	780,441	795,000
Chesapeake & Potomac Telephone Co. of Virginia 8.625% Apr. 1, 2009	1,000,000	986,051	1,018,750
Churchill Falls (Labrador), Ltd. 7¾% Dec. 15, 2007	1,500,000	1,500,000	1,312,500
DuPont (E. I.) de Nemours & Co. 8.45% Nov. 15, 2004	1,000,000	979,813	1,030,000
Erie Mining Co. 4½% July 1, 1983	669,000	658,686	501,750
European Investment Bank 9% Nov. 1, 1982	500,000	500,000	516,250
8.625% Apr. 1, 1984	1,000,000	999,628	1,006,250
Federal Land Banks 8.10% July 22, 1985	1,000,000	1,000,000	1,026,250
Federal National Mortgage Assn. 8% Dec. 12, 1983	2,000,000	1,965,464	2,047,500
8.20% July 10, 1984	800,000	800,000	822,000
Ford Motor Co. 4% Nov. 1, 1976	290,000	290,000	289,637
Ford Motor Credit Co. 4¾% Mar. 1, 1979	1,770,000	1,770,000	1,593,000
Four Corners Pipe Line Co. 5% Sept. 1, 1982	133,000	133,000	116,042
General Motors Acceptance Corp. 8.15% Aug. 15, 1986	1,150,000	1,150,000	1,164,375
General Motors Corp. 8.05% Apr. 1, 1985	1,000,000	996,813	1,030,000
Great Canadian Oil Sands, Ltd. 5¾% July 1, 1991	1,520,000	1,520,000	1,172,300
Halliburton Co. 9¼% Apr. 1, 2000	500,000	512,510	525,625
Household Finance Corp. 9% July 1, 2000	700,000	696,596	721,875
Houston Lighting & Power Co. 8¾% Mar. 1, 2005	400,000	377,182	407,000
Howe Sound Realty Corp. 4.85% June 1, 1986	771,775	771,775	604,879
Hystron Fibers, Inc. 5¾% Nov. 1, 1986	1,840,000	1,840,000	1,449,037

Statement of investments held

Fixed income securities		Par value	Amortized cost	Market value
<i>Other—Continued</i>				
IAC, Ltd.				
5¼%	Oct. 1, 1982	\$1,000,000	\$1,000,000	\$790,000
ICI Financial Corp.				
6.77%	Aug. 1, 1985	900,000	948,773	778,500
Illinois Bell Telephone Co.				
8.25%	Aug. 18, 2016	1,200,000	1,207,498	1,200,000
Int'l Bank for Reconstruction & Development				
8%	Jan. 1, 1980	500,000	500,619	510,625
8.15%	Jan. 1, 1985	1,000,000	977,271	1,012,500
8.60%	July 15, 1985	500,000	500,000	515,000
9.35%	Dec. 15, 2000	1,000,000	1,000,000	1,078,750
Instlcorp, Inc. (Mortgage)				
A-16 5%	Dec. 31, 1991	851,603	824,540	695,845
A-19 4.94%	Dec. 31, 1991	726,911	703,990	592,367
A-29 5.25%	June 30, 1992	345,861	345,733	284,087
Lincoln First Group, Inc.				
6¼%	Sept. 15, 1992	500,000	496,366	384,375
Minnesota Mining & Manufacturing Co.				
8.20%	Apr. 1, 1985	1,000,000	1,000,000	1,028,750
Mobil Corp.				
8½%	June 15, 2001	962,900	941,308	974,936
Natural Gas Pipeline Co. of America				
8.20%	Aug. 1, 1986	500,000	500,000	503,125
New Jersey Bell Telephone Co.				
8.25%	Feb. 15, 2016	400,000	402,500	405,500
New York Telephone Co.				
7.375%	Dec. 15, 2011	1,300,000	1,159,951	1,170,000
Northwestern Bell Telephone Co.				
10%	Sept. 1, 2014	1,000,000	1,000,000	1,110,000
Procter & Gamble Co.				
8.25%	Mar. 1, 2005	1,000,000	966,755	1,028,750
Province of Ontario, Canada				
9¼%	Aug. 1, 2000	1,000,000	1,000,000	1,048,750
Province of Quebec, Canada				
9.50%	June 15, 2001	300,000	309,712	313,125
Quebec Hydro-Electric Commission				
5%	July 15, 1984	330,000	330,000	275,138
9.75%	Aug. 1, 2005	400,000	396,153	425,500
8.60%	Sept. 15, 2006	955,000	955,000	955,000
Republic of Texas Corp.				
9.375%	July 1, 2001	600,000	604,470	621,000
Sears Roebuck & Co.				
7.75%	Mar. 1, 1985	1,000,000	975,599	1,010,000
Shell Oil Co.				
5%	Mar. 15, 1991	1,599,999	1,599,999	1,203,999
Sohio/BP Trans Alaska Pipeline Cap., Inc.				
10½%	Jan. 1, 1998	1,000,000	998,237	1,075,000
Sohio/BP Trans Alaska Pipeline Finance Co., Inc.				
9.75%	Dec. 1, 1999	1,000,000	1,031,507	1,057,500
South Central Bell Telephone Co.				
9.20%	Apr. 1, 2010	1,250,000	1,250,000	1,335,938
Southern Railway Co.				
5%	July 1, 1994	330,000	412,172	217,388
Texas Power & Light Co.				
9.50%	Apr. 1, 2005	500,000	509,510	538,125

Statement of investments held

Fixed income securities	Par value	Amortized cost	Market value
<i>Other—Continued</i>			
Twelve Federal Land Banks			
8.10% July 22, 1985	\$500,000	\$497,793	\$513,125
United Airlines, Inc.			
5% Feb. 1, 1984	1,600,000	1,600,000	1,320,000
U. S. Treasury Bonds			
8¼% May 15, 1990	2,000,000	2,044,047	2,103,740
U. S. Treasury Notes			
8⅛% Aug. 15, 1982	125,000	123,069	130,000
7⅞% Nov. 15, 1982	875,000	873,170	901,250
8% Feb. 15, 1983	700,000	705,123	724,500
7⅞% May 15, 1986	1,800,000	1,803,650	1,840,500
8% Aug. 15, 1986	1,075,000	1,091,585	1,109,938
8.50% May 15, 1999	1,000,000	1,032,498	1,062,500
Westvaco Corp.			
9.75% Apr. 1, 2000	550,000	582,587	587,125
Total		<u>\$65,289,244</u>	<u>\$63,135,332</u>

Carnegie Corporation of New York
Schedule 2
Statement of
General administration, program management
and investment expenditures
for the year ended September 30, 1976
with comparative totals for September 30, 1975

	1976			1975
	General administration and program management expenditures	Investment expenditures	Total	Total
Salaries	\$966,089	\$54,527	\$1,020,616	\$1,046,797
Investment advisory and custody fees	—	469,206	469,206	430,707
Employee benefits	421,466	15,378	436,844	306,112
Net rent	219,922	12,500	232,422	217,443
Annual and quarterly reports	79,856	4,539	84,395	91,224
Travel	75,909	—	75,909	76,812
Consultants	52,169	2,965	55,134	26,328
Office services, equipment, and supplies	44,115	2,507	46,622	47,438
Trustees' honoraria and expenses	29,811	7,069	36,880	38,829
Postage, telephone, and telegraph	33,036	1,878	34,914	113,860
Legal, accounting, and financial services	18,425	11,316	29,741	31,906
Conferences and meetings	21,888	1,244	23,132	25,599
Copying and duplicating services	13,269	754	14,023	15,425
Membership fee	10,000	—	10,000	10,000
Books and periodicals	7,997	455	8,452	7,035
Pensions	6,887	—	6,887	6,337
Miscellaneous	4,298	244	4,542	2,628
	<u>2,005,137</u>	<u>584,582</u>	<u>2,589,719</u>	<u>2,494,480</u>
Reimbursement of expenditures attributable to The Carnegie Foundation for the Advancement of Teaching	<u>(70,966)</u>	<u>(4,034)</u>	<u>(75,000)</u>	<u>(75,000)</u>
	<u>\$1,934,171</u>	<u>\$580,548</u>	<u>\$2,514,719</u>	<u>\$2,419,480*</u>

* Includes \$519,996 of investment expenditures.

Carnegie Corporation of New York
Schedule 3
Statement of appropriations and payments
for the year ended September 30, 1976

This schedule shows all payments made during the fiscal year 1975-76 from appropriations of that year and the preceding years. Numbers preceded by B or X identify the resolutions by the board or executive committee, respectively.

Summary of grant appropriations and payments

	Appropriated during year	Unpaid appro- priations at be- ginning of year	Paid during year	Unpaid appro- priations at end of year
For purposes in United States	\$11,464,422	\$12,689,863	\$12,603,729	\$11,550,556
For purposes in Commonwealth	1,136,850	1,523,967	1,014,029	1,646,788
	<u>12,601,272</u>	<u>\$14,213,830</u>	<u>\$13,617,758</u>	<u>\$13,197,344</u>
Less refunds and write-offs	92,476			
	<u>\$12,508,796</u>			

Summary of appropriations for studies administered by the officers

	Appropriated during year	Unpaid appro- priations at be- ginning of year	Paid during year	Unpaid appro- priations at end of year
For purposes in United States	\$293,387	\$612,710	\$561,472	\$344,625
For purposes in Commonwealth	—	3,014	—	3,014
	<u>\$293,387</u>	<u>\$615,724</u>	<u>\$561,472</u>	<u>\$347,639</u>

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Academy for Educational Development Study of mergers and closings among colleges and universities (B3889)	\$66,500		\$66,500	
Action for Children's Television Public membership campaign (B3810)		\$32,100	32,100	
African-American Institute Education and information services on Africa (B3751)		66,312	66,312	
Program on policy issues in African-American relations (B3879)	196,000		67,912	\$128,088
Alabama Center for Higher Education Cooperative counseling and recruitment program for rural blacks (B3772)		79,000	79,000	
Alabama, University of Support of the Institute of Higher Education Research and Services (B3874)	118,800		63,720	55,080
Alaska Methodist University Improvement of education of Alaskan native students (B3661)		4,000		4,000
American Academy of Arts and Sciences Planning for a National Humanities Center (B3881)	15,000		15,000	
American Association of Community and Junior Colleges Study of women students in occupational programs at community and junior colleges (B3932)	100,300		50,150	50,150
American Association of State Colleges and Universities Support of the Servicemen's Opportunity College program (B3771)		181,564	66,743	114,821
American Civil Liberties Union Foundation Educational activities of the Women's Rights Project (B3884)	146,560		30,100	116,460
American Council of Learned Societies Fellowships (B3487, B3886)	500,000	100,000	100,000	500,000
American Council on Education Evaluation of educational programs offered by non-collegiate organizations (B3741)		63,440	63,440	
Support of the Policy Analysis Service (B3767)		200,000	50,000	150,000
Support of the Overseas Liaison Committee (B3813)		58,000	32,000	26,000

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Support of the Task Force on Educational Credit and Credentials (B3868)	\$128,800		\$64,400	\$64,400
Financial aid for women attending sessions of the Institute for College and University Administrators (B3881)	15,000		7,500	7,500
American Friends Service Committee				
Support of the Title I Parent Advisory Council Project of the Southeastern Public Education Program (B3915)	215,000		50,000	165,000
American Personnel and Guidance Association				
Study of the role of non-teaching professional personnel in the collective bargaining process at selected colleges (B3881)	14,200		14,200	
American Studies Association				
Support of the National American Studies Faculty (B3832)		\$50,000	25,000	25,000
Appalachian State University				
Experiment in time-shortened degrees (B3639)		36,250	18,800	17,450
Aspira of New York				
Development of a research, planning, and evaluation unit (B3804)		112,505	65,485	47,020
Association of American Colleges				
Support of the Project on the Status and Education of Women (B3623, B3902)	350,000	39,250	126,750	262,500
Support of a project on undergraduate liberal education (B3656)		193,000	193,000	
Conference on collective bargaining techniques for college and university personnel (B3881)	4,800		4,800	
Support of the Academic Collective Bargaining Information Service (B3887)	325,455		112,955	212,500
Planning training and technical assistance programs for personnel of labor relations agencies (B3927)	26,250		26,250	
Association of American Universities				
Planning efforts of an <i>ad hoc</i> consortium on minority graduate education (B3881)	8,300		8,300	
Atlanta University				
Fellowships in the Doctor of Arts program in chemistry (B3881)	14,650		14,650	
Atlanta University Center				
Architectural and fund-raising services to plan for a new library (B3872)	130,000		130,000	
Support of the Atlanta Fellows and Intern Program (B3873, B3929)	103,030		36,330	66,700

Recipient and /or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Ball State University Fellowships in the Doctor of Arts program (B3788)		\$14,000	\$7,000	\$7,000
Bank Street College of Education Development of in-service training and degree programs in day-care centers (B3765)		99,820	99,820	
Boston College Study of the effects of standardized testing (B3669, B3900)	\$175,000	84,375	107,032	152,343
Boston University Support of a program of extra-departmental courses and degrees (B3700)		150,000		150,000
Brookings Institution Studies in public budgeting (B3643)		75,000	75,000	
Research on economic issues confronting universities (B3817)		75,000	75,000	
Brookline, Public Schools of Support of the Brookline Early Education Project (B3764)		380,000	380,000	
Bryn Mawr College Development of a master's degree program in law and social policy (B3931)	91,900		42,950	48,950
California, University of, Berkeley Training program for key personnel in early childhood programs (B3721)		130,757	88,726	42,031
Support of the Childhood and Government Project (B3748)		333,332	166,666	166,666
Study of emerging faculty unionism in California (B3877)	34,500		34,500	
Support of the Bay Area Writing Project (B3926)	207,850		34,643	173,207
California, University of, Los Angeles Study of child development in alternative life styles (B3694, B3881)	14,000	85,726	99,726	
Research on cultural factors in the development of learning abilities (B3696)		25,000	25,000	
California, University of, Santa Cruz Student support services at Oakes College (B3713)		37,055	37,055	
Carnegie Foundation for the Advancement of Teaching Research on the impact of state financial aid to private higher education (B3830)		75,000	75,000	

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Support of the Carnegie Council on Policy Studies in Higher Education (B3935)	\$85,000		\$85,000	
Carnegie Institution of Washington Postdoctoral fellowships in the natural sciences (B3611)		\$160,000	80,000	\$80,000
Carnegie-Mellon University Improvement of the quality and productivity of academic programs (B3678)		83,000	83,000	
Development of the Doctor of Arts program and fellowships (B3780)		55,000	30,000	25,000
Catholic University of America Fellowships in the Doctor of Arts program (B3782)		20,000	10,000	10,000
Cedar Crest College Sixteen-college internship program in college administration for recent women graduates (B3682, B3934)	93,050	151,000	101,000	143,050
Center for Applied Linguistics Research and teacher training on functional language development (B3843)		156,400	156,400	
Review of the research base of bilingual education (B3846)		92,000	92,000	
Center for New Schools Research and technical assistance to develop experimental public school programs (B3717)		20,000	20,000	
Center for Research Libraries Development of a national lending library of journals (B3591)		200,000		200,000
Center for the Study of Responsive Law Support of a citizen consumer complaint research center (B3644)		106,600	106,600	
Chatham College New programs in administration and in communication (B3737)		40,000	40,000	
Children's Hospital Medical Center Training program in child development for pediatricians (B3720, B3916)	39,375	7,000	14,200	32,175
Citizens Policy Center Planning a study of young people in California (B3881)	15,000		15,000	

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
City Missionary Society Program to improve the reading skills of black children (B3866)	\$249,460		\$125,000	\$124,460
Claremont Colleges Internship program to train women administrators for academic positions (B3664, B3871)	23,625	\$50,000	73,625	
Clark University Research on the social development of young children (B3844)		18,000	18,000	
College Entrance Examination Board Development of a college-level examination program in Puerto Rico (B3702)		10,000	10,000	
Columbia University Support of the Oral History Research Office and a graduate course in oral history (B3759)		36,666	36,666	
Program for the renewal of general education (B3818)		17,750	17,750	
Community Funds Support of the Human Services Planning Office of the City of New York (B3881)	15,000		15,000	
Conference Board Study of employee education in industry (B3829)		43,725	43,725	
Connecticut, University of Survey of faculty attitudes and opinions (B3881)	12,955		12,955	
Cooperative College Library Center Improvements in its processing services and union file (B3881)	11,500		11,500	
Cooper Union for the Advancement of Science and Art Visiting professorships and development of new engineering courses (B3747)		120,000		120,000
Cornell University Cooperative extension pilot program in family day care (B3864)	132,400		66,000	66,400
Council for the Advancement of Small Colleges Research and management project for liberal arts colleges (B3815)		280,500	150,000	130,500
Council on Foundations Public affairs and education program (B3564)		20,000	20,000	

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Council on Interracial Books for Children Support of a resource and publications center on racism and sexism (B3835)		\$200,000	\$100,000	\$100,000
Council on Postsecondary Accreditation Study of academic collective bargaining and accreditation in postsecondary education (B3881)	\$13,700		13,700	
Crystal City Independent School District Internship program in school administration (B3820)		338,000	{ 3,314 ^a 250,967	83,719
Day Care and Child Development Council of America Subscription and membership campaign and increased liaison with government agencies (B3841)		58,000	58,000	
Drake University Fellowships in the Doctor of Arts program (B3789)		14,000	7,000	7,000
Drug Abuse Council Support (B3825)		50,000	50,000	
Duke University Study of migrant farm workers and their families in eastern North Carolina (B3881)	5,000		5,000	
Earl Warren Legal Training Program Scholarships at southern law schools and postgraduate internships and externships for black lawyers (B3707)		722,250	260,625	461,625
Editorial Projects for Education Expansion of <i>The Chronicle of Higher Education</i> (B3630)		44,500	44,500	
Education Commission of the States Planning studies on validating, scaling, and setting criterion levels with respect to the exercises of the National Assessment of Educational Progress (B3881)	15,000		15,000	
Education Development Center Program of consulting and training for school principals (B3819)		237,500	162,500	75,000
Study of mathematics achievement tests for grades four through six (B3837)		364,700	317,248	47,452

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Educational Testing Service				
Cooperative development of assessment procedures for experiential learning (B3816)		\$159,350	\$111,317	\$48,033
Planning for the development of minimum performance standards for the New York City school accountability program (B3881)	\$15,000		15,000	
Experiential Systems				
Support of the Creative Teaching Workshop (B3750)		38,932	38,932	
Family Service Association of Nassau County				
Research on a home training program for parents of preschool children (B3685)		134,000	134,000	
Feminist Press				
Development of high school curricular materials on the changing roles of women (B3836)		70,000		70,000
Florida, University of				
Pregraduate, preprofessional program for minority students (B3834)		97,794	37,000	60,794
Florida, State of, Department of Education				
Planning for the Florida Project for Competency-Based Articulation of Postsecondary Education (B3881)	15,000		15,000	
Foothill Community College District				
Internship and education program in scientific and technical fields for mature women (B3795)		45,000	45,000	
Foundation Center				
Support (B3801)		100,000	50,000	50,000
Georgetown University				
Support of the National Military Discharge Review Project of the Law Center (B3853, B3919)	200,000	131,500	231,500	100,000
George Washington University				
Evaluation and promotion of a radio series on education (B3894)	60,000		60,000	
Harvard University				
Study of child-rearing practices in the development of competence (B3719)		144,940	72,470	72,470
Longitudinal study of temperamental attributes in children (B3891)	53,100		28,575	24,525
Recruitment of and financial aid for women to attend the Institute for Educational Management (B3881)	15,000		8,000	7,000

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Study of language use in primary school classrooms (B3939)	\$36,400		\$36,400	
Cross-cultural study of cognitive development in young children (B3881)	15,000		15,000	
High/Scope Educational Research Foundation				
Study of the long-term impact of early education programs for disadvantaged children (B3806)		\$235,600	88,610	\$146,990
Idaho State University				
Fellowships in the Doctor of Arts program (B3783)		20,000	10,000	10,000
Illinois State University				
Fellowships in the Doctor of Arts program (B3790)		14,000	7,000	7,000
Illinois, University of, at Chicago Circle				
Development of the Doctor of Arts program and fellowships (B3781)		43,333	21,667	21,666
Institute of Open Education				
Recruitment of minority-group members for a master's degree program in educational administration (B3881)	9,500		9,500	
International Council for Educational Development				
Study of youth, education, and employment (B3881)	6,000		6,000	
Support of a seminar on higher education in conjunction with the Aspen Institute (B3881)	15,000		15,000	
Interuniversity Communications Council				
Support of the Planning Council on Computing in Education and Research (B3831)		100,000	50,000	50,000
Johns Hopkins University				
Conferences of American legislators with British parliamentarians and African leaders (B3471)		7,956		7,956
Conferences on Africa of American legislators with British and Canadian parliamentarians (B3893)	140,000		28,111	111,889
Law Students Civil Rights Research Council				
Support of recruitment, retention, and summer internship programs for students in southern law schools (B3798)		300,000	150,000	150,000
Lawyers' Committee for Civil Rights Under Law				
Support of the Federal Education Programs Project (B3863)	417,000		197,750	219,250

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Learning to Learn School Development and pilot testing of early education teacher-training materials (B3865)	\$77,500		\$76,325	\$1,175
Lehigh University Fellowships in the Doctor of Arts program (B3784)		\$20,000	10,000	10,000
Library of Congress Review of the Library's goals, organization, and planning (B3881)	15,000		15,000	
Maine Labor Relations Board Support of a collective bargaining training conference for university faculty and administrators (B3881)	2,000		2,000	
Medical and Health Research Association of New York City Research on the psychological development of children in infant day care (B3842, B3881)	15,000	50,400	50,400	15,000
Metropolitan Applied Research Center Research and writing on race relations in the United States (B3777)		62,325	43,000	19,325
Mexican American Legal Defense and Educational Fund Program in education litigation (B3708)		95,800	95,800	
Miami, University of Fellowships in the Doctor of Arts program (B3785)		20,000	10,000	10,000
Michigan, University of Fellowships in the Doctor of Arts program (B3792)		14,000	7,000	7,000
Study of the feasibility of an external graduate program (B3828)		58,000	58,000	
Implementation of academic evaluation and planning procedures (B3901)	170,400		121,900	48,500
Middle Tennessee State University Fellowships in the Doctor of Arts program (B3791)		14,000	7,000	7,000
Mills College Interdivisional major in administration and legal processes (B3712)		60,000	60,000	
Mississippi, University of Fellowships in the Doctor of Arts program (B3786)		20,000	10,000	10,000
Mount Holyoke College Interdisciplinary program in administrative processes (B3736)		97,500	50,000	47,500

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
NAACP Special Contribution Fund				
Research and legal expenses in education litigation (B3908)	\$200,000		\$50,000	\$150,000
Nairobi College				
Research and community education project on school finance (B3898)	250,000		150,000	100,000
National Academy of Sciences				
Support of the National Board on Graduate Education (B3881)	8,800		8,800	
Conference to plan a reassessment of the quality of graduate programs in the United States (B3881)	10,750		10,750	
National Association of Bank Women Educational Foundation				
Bachelor's degree program for bank women (B3769, B3933)	57,900	\$107,000	107,000	57,900
National Association of Student Personnel Administrators				
Financial aid for participants in the NASPA/ACE Institute for Chief Student Personnel Officers (B3778)		10,000	5,000	5,000
National Coalition of ESEA Title I Parents				
Support of a National Parent Center (B3936)	200,000		50,000	150,000
National Commission for Manpower Policy/ U. S. Dept. of Labor				
Support of a working group on the transition from school to employment (B3883)	60,000		60,000	
National Committee for Citizens in Education				
Support of the Citizens' Training Institute (B3937)	150,500		50,250	100,250
National Committee for Full Employment				
Support (B3881)	15,000		15,000	
National Council of Organizations for Children and Youth				
Preparation and publication of a reference book on children (B3881)	13,000		13,000	
National Manpower Institute				
Study of means of improving coordination between education and employment (B3778)		15,000	15,000	
National Urban Coalition				
Support and technical assistance to community groups involved in school finance activities (B3796)		160,000	80,000	80,000

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
National Urban League Series of seminars and a publication by the Administration of Justice Division (B3885)	\$96,800		\$96,800	
National Women's Education Fund Training program in political campaign techniques for women in cooperation with the Center for the American Woman and Politics (B3852)		\$43,500	43,500	
Native American Rights Fund Internship program for recent Indian law graduates (B3854)		182,430	117,570	\$64,860
Navajo Tribe, Division of Education Training program for Navajo school administrators (B3766)		119,519	60,000	59,519
New Jersey Commission on Financing Post-Secondary Education Study of the market approach to financing postsecondary education (B3876)	47,000		47,000	
New Jersey State Board of Education Staff work for the Task Force on Competency Indicators and Standards (B3881)	15,000		15,000	
New York, City University of, Staten Island Community College Curriculum development and coordination for a cooperative school-college program (B3770)		100,804	72,004	28,800
New York, State University of Development of time-shortened baccalaureate degree programs (B3512, B3548)		29,710	29,710	
New York, State University of, Empire State College Establishment of a unit of the Metropolitan Learning Center in the Bedford-Stuyvesant section of Brooklyn (B3743)		41,042	41,042	
New York, University of the State of Development of Doctor of Arts programs (B3869)	347,400		48,700	298,700
Evaluation of educational programs offered by non-collegiate organizations (B3904)	252,000		50,000	202,000
Development of tests of reading ability (B3899)	335,600		228,200	107,400
New York University Planning a textbook on law and political behavior (B3881)	7,000		7,000	

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
North Carolina, University of, at Chapel Hill Child development research and demonstration program (B3722)		\$64,258	\$33,000	\$31,258
North Dakota, University of Fellowships in the Doctor of Arts program (B3793)		14,000	7,000	7,000
Northeastern University Support of the Institute for Off-Campus Experience and Cooperative Education (B3773)		100,410	100,410	
Northern Colorado, University of Fellowships in the Doctor of Arts program (B3787)		20,000	10,000	10,000
Oakland Unified School District Training program for secondary-school administrators in the Bay Area (B3697)		91,088		91,088
Pennsylvania Association of Colleges and Universities Study of duplication in postsecondary education (B3875)	\$29,762		29,762	
Phillips Academy Study of early college entrance programs (B3881)	15,000		15,000	
Pittsburgh, University of Fellowship program for mature women in the Graduate School of Public and International Affairs (B3539)		27,100	27,100	
Population Education, Inc. Special studies program of the Project on Human Sexual Development (B3938)	163,450		51,550	111,900
Puerto Rican Institute for Social Research Development of a profile of Puerto Ricans in metropolitan New York (B3824)		142,200	47,400	94,800
Puerto Rican Legal Defense and Education Fund Projects related to education (B3847)		150,000	50,000	100,000
Radcliffe College Fellowship program at the Radcliffe Institute for nontenured faculty women in the greater Boston area (B3870)	323,000		53,650	269,350

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Research Libraries Group				
Development of a computer-based access system to the Library of Congress (B3912)	\$197,200		\$63,000	\$134,200
Resource Center for Consumers of Legal Services				
Support (B3822)		\$50,000	50,000	
Rockefeller University				
Research on cultural differences in language usage and school behavior (B3749)		210,689	104,554	106,135
Research on subcultural variations in the development of cognitive skills (B3807)		280,000	105,000	175,000
Scholarly communication about children's functional language (B3881)	6,000		6,000	
San Diego State University				
Training program for ethnic minority and women school administrators (B3821)		65,000	65,000	
Seattle University				
Development of a six-year baccalaureate degree program commencing with the ninth grade of secondary school (B3833)		186,000	150,000	36,000
Simon's Rock				
Development of a bachelor of arts program (B3905)	255,000		76,500	178,500
Smithsonian Institution				
Renovation of the Carnegie House for use by the Cooper-Hewitt Museum of Design (B3861)	150,000		150,000	
Social Science Research Council				
Research training fellowships and program development (B3867)	380,000		50,000	330,000
Society of American Law Teachers				
National conference on legal education (B3881)	15,000		15,000	
Southern Association of Colleges and Schools				
Program of assistance to predominantly black colleges (B3701)		202,700	105,875	96,825
Southern California, University of				
Preliminary study of policies affecting university faculty and professional staff income (B3881)	15,000		15,000	
Southern Regional Council				
Support of the Southern Governmental Monitoring Project (B3727, B3907)	320,000	121,650	196,650	245,000

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Southern Regional Education Board				
Training for child care delivery in the South (B3890)	\$215,400		\$70,825	\$144,575
Program to stimulate reform in undergraduate education (B3913)	212,000		64,360	147,640
Southwest Voter Registration Education Project				
Media campaign to promote voter education and planning for fund raising activities (B3918)	30,000		15,000	15,000
Stanford University				
Research on cognitive skills in beginning reading and development of classroom assessment techniques (B3838)		\$54,250	54,250	
Experimental freshman program in liberal education (B3711)		74,000	74,000	
Clinical legal training program in sex discrimination (B3730, B3903)	200,000	58,500	108,500	150,000
Syracuse University Research Corporation				
Support of the Regional Learning Service of Central New York (B3808)		225,000	150,000	75,000
Teachers College, Columbia University				
Research on the history of American education (B3629)		153,736		153,736
Tennessee, University of				
Training and research program in biomedical sciences for black college students and faculty (B3809)		220,400	80,600	139,800
Texas Southern University				
Support of the Houston Urban Fellows and Intern Program (B3930)	250,000		25,000	225,000
Union for Experimenting Colleges and Universities				
Support of the University Without Walls program (B3742)		18,500	18,500	
Union of Independent Colleges of Art				
Support of cooperative activities (B3888)	179,500		58,000	121,500
United Negro College Fund				
Study of the impact of predominantly white and predominantly black college environments on black students (B3928)	180,600		94,500	86,100
Voter Education Project				
Media and direct-mail campaign to promote voter education and solicit funds (B3917)	99,000		85,000	14,000

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Washington Research Project				
Support of the Children's Defense Fund (B3862)	\$690,000		\$255,000	\$435,000
Washington, University of				
Fellowships in the Doctor of Arts program (B3794)		\$14,000	7,000	7,000
Wellesley College				
Support of the Center for the Study of Women in Higher Education and the Professions (B3744, B3914)	156,700	43,750	94,000	106,450
Western Service Systems				
Support of the Chicano Education Project (B3897)	250,000		125,000	125,000
Wisconsin, University of				
Support of the Institute for Administrative Advancement (B3778)		15,000	15,000	
Women's Action Alliance				
Support of the Non-Sexist Child Development Project (B3906)	75,200		75,200	
Yale University				
Study of the relationship between thought and language in young children (B3754)		127,120	86,170	40,950
Youth Project				
Support (B3797)		300,000	150,000	150,000
Conditional Grant (B3768)		200,000		200,000
Total (United States)	<u>\$11,464,422</u>	<u>\$12,689,863</u>	<u>\$12,603,729</u>	<u>\$11,550,556</u>

Studies and Programs Administered by the Officers				
Dissemination of results of Corporation grants (B3582)	\$3,475		\$3,475	
Consultant on measurement of the effectiveness of school programs (B3778)		\$2,704	2,704	
Program development projects and reviews of projects or programs supported by Corporation grants (B3880)	14,912		11,012	\$3,900
Study of independence and accountability in the contract state (X3355, X3433)		15,758	1,776	13,982
Carnegie Council on Children (B3753, B3839, B3940)	260,000	401,775	335,066	326,709
Project on Race and Social Policy (B3855, B3881)	15,000	192,473	207,439	34
Total Studies and Programs Administered by the Officers	<u>\$293,387</u>	<u>\$612,710</u>	<u>\$561,472</u>	<u>\$344,625</u>

^a Written off; included in total payments.

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
African-American Institute				
Travel by scholars and administrators from Africa (B3775)		\$136,000	\$136,000	
Program on policy issues in African-American relations (B3879)	\$98,000		33,955	\$64,045
Travel in the U. S. by a lecturer in chemistry from the University of Ibadan (B3882)	5,500		5,500	
African Social Studies Programme Support (B3724)		39,000	39,000	
American Council on Education				
Support of the Overseas Liaison Committee (B3813)		117,000	65,000	52,000
Association for Teacher Education in Africa				
Support (B3757)		138,829	89,284	49,545
Association of Caribbean Universities and Research Institutes				
Survey of resources, interest, and needs in African and Caribbean studies (B3882)	15,000		15,000	
Botswana, Lesotho, and Swaziland, University of				
Training and development activities of the Faculty of Education (B3550)		39,153		39,153
California, University of, Berkeley				
Support of a lecturer from the University of Ibadan to participate in introductory chemistry instruction (B3882)	15,000		15,000	
Centre for Intergroup Studies				
Expenses of participants in a conference on the role of universities in Southern Africa (B3882)	13,500		13,500	
Ghana, University of				
Support of the Institute of Journalism and Communication (B3655)		56,000		56,000
Ibadan, University of				
Support of the International Centre for Educational Evaluation (B3651)		173,144	62,500	110,644
Ife, University of				
Support of the Institute of Education (B3800)		164,000		164,000
International Council for Adult Education				
Expenses of Commonwealth and United States participants in the International Conference on Adult Education and Development (B3882)	15,000		15,000	

Appropriations and payments—Commonwealth

Recipient and /or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Lagos, University of Support of the African Regional American Studies Conference (B3882)	\$10,000		\$10,000	
Lesotho, National University of Support for a staff position in the Faculty of Education (B3779, B3882)	14,550	\$14,550	21,825	\$7,275
Makerere University Program of research, curriculum revision, and staff development for primary teacher training in Uganda (X3450)		102,000		102,000
Nairobi, University of Support of the Bureau of Educational Research (B3653, B3779, B3920)	383,000	46,500	{33,500 ^a {97,500	298,500
Science Education Programme for Africa Research and training in evaluation in collaboration with the University of Ibadan (B3652)		81,126		81,126
Sierra Leone, University of Establishment of a University planning unit (B3892)	376,300		74,100	302,200
South African Institute of International Affairs Study project on United States/South Africa relations (B3882)	14,000		14,000	
South Pacific, University of the Regional educational activities (B3688)		118,665	118,665	
Teachers College, Columbia University Fellowships for African educators (B3613, B3814)		298,000	77,700	220,300
United States-South Africa Leader Exchange Program Career development program for black South Africans (B3878)	175,000		75,000	100,000
Travel expenses for an American library consultant to the University of the North, South Africa (B3882)	2,000		2,000	
Total (Commonwealth)	<u>\$1,136,850</u>	<u>\$1,523,967</u>	<u>\$1,014,029</u>	<u>\$1,646,788</u>
Studies and Programs Administered by the Officers Evaluation of Institutes of Education in African Universities (B3572)		\$3,014		\$3,014
Total Studies and Programs Administered by the Officers		<u>\$3,014</u>		<u>\$3,014</u>

^a *Written off; included in total payments.*

Adjustments of grant appropriations (United States)

<i>Not required: written off (listed above)</i>	<i>\$3,314</i>
<i>Refunds from grants made in previous years</i>	
1960-61 Michigan State University (X2875)	1,156
1961-62 Dartmouth College (B3072)	26,846
1962-63 University of Chicago (B3151)	2,705
1963-64 Massachusetts Institute of Technology (X3032)	964
1964-65 Massachusetts Institute of Technology (B3251)	948
1967-68 Case Western Reserve University (B3329)	419
1967-68 Columbia University (X3242)	392
1970-71 American Council on Education (X3440)	418
1972-73 American Council on Education (B3601)	1,703
1972-73 Crystal City Independent School District (B3608)	5,769
1972-73 National Association of Independent Schools (B3601)	3,330
1973-74 Massachusetts Institute of Technology (B3691)	78
1973-74 Ohio Board of Regents (B3691)	180
1973-74 Research Foundation of the City University of New York (B3753)	5
1973-74 Women's Action Alliance Inc. (B3656)	851
1974-75 University of California, Berkeley (B3778)	26
1974-75 Research Foundation of the State University of New York (Buffalo) (B3778)	2,524
	<u><u>\$51,628</u></u>

Adjustments of grant appropriations (Commonwealth)

<i>Not required: written off (listed above)</i>	<i>\$33,500</i>
<i>Refunds from grants made in previous years</i>	
1972-73 University of Ibadan (B3602)	5,985
1974-75 African-American Institute (B3779)	1,363
	<u><u>\$40,848</u></u>

Addresses of grant recipients

Grant recipients—United States

Academy for Educational Development

680 Fifth Avenue
New York, New York 10019

Action for Children's Television

46 Austin Street
Newtonville, Massachusetts 02160

African-American Institute

833 United Nations Plaza
New York, New York 10017

Alabama Center for Higher Education

2121 Eighth Avenue North
Birmingham, Alabama 35203

Alabama, University of

University, Alabama 35486

Alaska Methodist University

Anchorage, Alaska 99504

American Academy of Arts and Sciences

165 Allendale Street
Boston, Massachusetts 02130

American Association of Community and Junior Colleges

One DuPont Circle, N.W.
Washington, D. C. 20036

American Association of State Colleges and Universities

One DuPont Circle, N.W.
Washington, D. C. 20036

American Civil Liberties Union Foundation

22 East 40th Street
New York, New York 10016

American Council of Learned Societies

345 East 46th Street
New York, New York 10017

American Council on Education

One DuPont Circle, N.W.
Washington, D. C. 20036

American Friends Service Committee

1501 Cherry Street
Philadelphia, Pennsylvania 19102

American Personnel and Guidance Association

1606 New Hampshire Avenue, N.W.
Washington, D. C. 20009

American Studies Association

4025 Chestnut Street, T-7
University of Pennsylvania
Philadelphia, Pennsylvania 19174

Appalachian State University

Boone, North Carolina 28608

Aspira of New York, Inc.

296 Fifth Avenue
New York, New York 10001

Association of American Colleges

1818 R Street, N.W.
Washington, D. C. 20009

Association of American Universities

One DuPont Circle, N.W.
Washington, D. C. 20036

Atlanta University

Atlanta, Georgia 30314

Atlanta University Center

360 Westview Drive, S.W.
Atlanta, Georgia 30310

Ball State University

Muncie, Indiana 47306

Bank Street College of Education

610 West 112th Street
New York, New York 10025

Boston College

Chestnut Hill, Massachusetts 02167

Boston University

Boston, Massachusetts 02215

Brookings Institution

1775 Massachusetts Avenue, N.W.
Washington, D. C. 20036

Brookline, Public Schools of

Brookline, Massachusetts 02146

Bryn Mawr College

Bryn Mawr, Pennsylvania 19010

California, University of, Berkeley

Berkeley, California 94720

California, University of, Los Angeles

Los Angeles, California 90024

California, University of, Santa Cruz

Santa Cruz, California 95064

**Carnegie Foundation for the
Advancement of Teaching**

437 Madison Avenue
New York, New York 10022

Carnegie Institution of Washington

1530 P Street, N.W.
Washington, D. C. 20005

Carnegie-Mellon University

Schenley Park
Pittsburgh, Pennsylvania 15213

Catholic University of America

Washington, D. C. 20064

Cedar Crest College

Allentown, Pennsylvania 18104

Center for Applied Linguistics

1611 North Kent Street
Arlington, Virginia 22209

Center for New Schools

59 East Van Buren Street
Chicago, Illinois 60605

Center for Research Libraries

5721 Cottage Grove Avenue
Chicago, Illinois 60637

Center for the Study of Responsive Law

Post Office Box 19367
Washington, D. C. 20036

Chatham College

Pittsburgh, Pennsylvania 15232

Children's Hospital Medical Center

300 Longwood Avenue
Boston, Massachusetts 02115

Citizens Policy Center

1226½ State Street
Santa Barbara, California 93101

City Missionary Society

14 Beacon Street
Boston, Massachusetts 02108

Claremont Colleges

Claremont, California 91711

Clark University

Worcester, Massachusetts 01610

College Entrance Examination Board

888 Seventh Avenue
New York, New York 10019

Columbia University

New York, New York 10027

Community Funds

415 Madison Avenue
New York, New York 10017

Conference Board

845 Third Avenue
New York, New York 10022

Connecticut, University of

Storrs, Connecticut 06268

**Cooper Union for the Advancement
of Science and Art**

Cooper Square
New York, New York 10003

Cooperative College Library Center

159 Forrest Avenue, N.E.
Atlanta, Georgia 30303

Cornell University

Ithaca, New York 14853

**Council for the Advancement of
Small Colleges**

One DuPont Circle, N.W.
Washington, D. C. 20036

Council on Foundations

888 Seventh Avenue
New York, New York 10019

**Council on Interracial Books
for Children**

1841 Broadway
New York, New York 10023

**Council on Postsecondary
Accreditation**

One DuPont Circle, N.W.
Washington, D. C. 20036

Crystal City Independent School District

805 East Crockett Street
Crystal City, Texas 78839

**Day Care and Child Development
Council of America**

1012 Fourteenth Street, N.W.
Washington, D. C. 20005

Drake University

Des Moines, Iowa 50311

Drug Abuse Council

1828 L Street, N.W.
Washington, D. C. 20036

Duke University

Durham, North Carolina 27706

Earl Warren Legal Training Program

10 Columbus Circle
New York, New York 10019

Editorial Projects for Education

1717 Massachusetts Avenue, N.W.
Washington, D. C. 20036

Education Commission of the States

Lincoln Tower, Suite 300
1860 Lincoln Street
Denver, Colorado 80203

Education Development Center

55 Chapel Street
Newton, Massachusetts 02160

Educational Testing Service

Princeton, New Jersey 08540

Experiential Systems

115 Spring Street
New York, New York 10012

**Family Service Association of
Nassau County**

129 Jackson Street
Hempstead, New York 11550

Feminist Press

SUNY/College at Old Westbury
Box 334
Old Westbury, New York 11568

Florida, University of

Gainesville, Florida 32611

**Florida, State of, Department of
Education**

Tallahassee, Florida 32304

Foothill Community College District

12345 El Monte Road
Los Altos Hills, California 94022

Foundation Center

888 Seventh Avenue
New York, New York 10019

Georgetown University

Washington, D. C. 20057

George Washington University

Washington, D. C. 20052

Harvard University

Cambridge, Massachusetts 02138

**High/Scope Educational Research
Foundation**

125 North Huron Street
Ypsilanti, Michigan 48197

Idaho State University

Pocatello, Idaho 83201

Illinois State University

Bloomington-Normal, Illinois 61761

Illinois, University of, at Chicago Circle

Box 4348
Chicago, Illinois 60680

Institute of Open Education

Antioch Graduate Center
133 Mt. Auburn Street
Cambridge, Massachusetts 02138

International Council for Educational Development

680 Fifth Avenue
New York, New York 10019

Interuniversity Communications Council

Post Office Box 364, Rosedale Road
Princeton, New Jersey 08540

Johns Hopkins University

Baltimore, Maryland 21218

Law Students Civil Rights Research Council

22 East 40th Street
New York, New York 10016

Lawyers' Committee for Civil Rights Under Law

733 Fifteenth Street, N.W.
Washington, D. C. 20005

Learning to Learn School

1936 San Marco Boulevard
Jacksonville, Florida 32207

Lehigh University

Bethlehem, Pennsylvania 18015

Library of Congress

Washington, D. C. 20540

Maine Labor Relations Board

Capitol Plaza, Western Avenue
Augusta, Maine 04330

Medical and Health Research Association of New York City

40 Worth Street
New York, New York 10013

Metropolitan Applied Research Center

701 Hamilton Hall
Columbia University
New York, New York 10027

Mexican American Legal Defense and Educational Fund

145 Ninth Street
San Francisco, California 94103

Miami, University of

Coral Gables, Florida 33124

Michigan, University of

Ann Arbor, Michigan 48104

Middle Tennessee State University

Murfreesboro, Tennessee 37130

Mills College

Oakland, California 94613

Mississippi, University of

University, Mississippi 38677

Mount Holyoke College

South Hadley, Massachusetts 01075

NAACP Special Contribution Fund

1790 Broadway
New York, New York 10019

Nairobi College

Post Office Box 278
Palo Alto, California 94301

National Academy of Sciences

2101 Constitution Avenue, N.W.
Washington, D. C. 20418

National Association of Bank Women Educational Foundation

111 East Wacker Drive
Chicago, Illinois 60601

National Association of Student Personnel Administrators

Box 751
Portland, Oregon 97207

National Coalition of ESEA Title I Parents

412 West 6th Street
Wilmington, Delaware 19801

National Commission for Manpower Policy

1522 K Street, N.W.
Washington, D. C. 20005

National Committee for Citizens in Education

Wild Lake Village Green, Suite 410
Columbia, Maryland 21044

National Committee for Full Employment

815 Sixteenth Street, N.W.
Washington, D. C. 20006

National Council of Organizations for Children and Youth

1910 K Street, N.W.
Washington, D. C. 20006

National Manpower Institute
1211 Connecticut Avenue, N.W.
Washington, D. C. 20036

National Urban Coalition
1201 Connecticut Avenue, N.W.
Washington, D. C. 20036

National Urban League
500 East 62nd Street
New York, New York 10021

National Women's Education Fund
1532 Sixteenth Street, N.W.
Washington, D. C. 20036

Native American Rights Fund
1506 Broadway
Boulder, Colorado 80302

Navajo Tribe, Division of Education
Window Rock, Arizona 86515

**New Jersey Commission on Financing
Post-Secondary Education**
20 Nassau Street
Princeton, New Jersey 08540

New Jersey State Board of Education
Trenton, New Jersey 08625

**New York, City University of,
Staten Island Community College**
715 Ocean Terrace
Staten Island, New York 10301

New York, State University of
Albany, New York 12201
Empire State College
Saratoga Springs, New York 12866

New York, University of the State of
Albany, New York 12222

New York University
Washington Square
New York, New York 10003

**North Carolina, University of,
Chapel Hill**
Chapel Hill, North Carolina 27514

North Dakota, University of
Grand Forks, North Dakota 58201

Northeastern University
Boston, Massachusetts 02115

Northern Colorado, University of
Greeley, Colorado 80631

Oakland Unified School District
1025 Second Avenue
Oakland, California 94606

**Pennsylvania Association of Colleges
and Universities**
800 North Third Street
Harrisburg, Pennsylvania 17102

Phillips Academy
Andover, Massachusetts 01810

Pittsburgh, University of
Pittsburgh, Pennsylvania 15213

Population Education, Inc.
1828 L Street, N.W.
Washington, D. C. 20036

**Puerto Rican Institute for Social
Research**
41-25 Kissena Boulevard
Flushing, New York 11355

**Puerto Rican Legal Defense and
Education Fund**
95 Madison Avenue
New York, New York 10016

Radcliffe College
Cambridge, Massachusetts 02138

Research Libraries Group
45 South Main Street
Branford, Connecticut 06405

**Resource Center for Consumers of
Legal Services**
1302 Eighteenth Street, N.W.
Washington, D. C. 20036

Rockefeller University
New York, New York 10021

San Diego State University
San Diego, California 92182

Seattle University
Seattle, Washington 98122

Simon's Rock
Great Barrington, Massachusetts 01230

Smithsonian Institution
Washington, D. C. 20560

Social Science Research Council
605 Third Avenue
New York, New York 10016

Society of American Law Teachers
500 Fifth Avenue
New York, New York 10036

Southern Association of Colleges and Schools

795 Peachtree Street, N.E.
Atlanta, Georgia 30308

Southern California, University of

Los Angeles, California 90007

Southern Regional Council

52 Fairlie Street, N.W.
Atlanta, Georgia 30303

Southern Regional Education Board

130 Sixth Street, N.W.
Atlanta, Georgia 30313

Southwest Voter Registration Education Project

212 East Houston Street
San Antonio, Texas 78205

Stanford University

Stanford, California 94305

Syracuse University Research Corporation

Merrill Lane, University Heights
Syracuse, New York 13210

Teachers College, Columbia University

New York, New York 10027

Tennessee, University of

Knoxville, Tennessee 37916

Texas Southern University

Houston, Texas 77004

Union for Experimenting Colleges and Universities

Antioch College
Yellow Springs, Ohio 45387

Union of Independent Colleges of Art

4340 Oak Street
Kansas City, Missouri 64111

United Negro College Fund

500 East 62nd Street
New York, New York 10021

Voter Education Project, Inc.

52 Fairlie Street, N.W.
Atlanta, Georgia 30303

Washington Research Project

1520 New Hampshire Avenue
Washington, D. C. 20009

Washington, University of

Seattle, Washington 98195

Wellesley College

Wellesley, Massachusetts 02181

Western Service Systems

980 Simms Street
Golden, Colorado 80401

Wisconsin, University of

Madison, Wisconsin 53706

Women's Action Alliance

370 Lexington Avenue
New York, New York 10017

Yale University

New Haven, Connecticut 06520

Youth Project

1000 Wisconsin Avenue, N.W.
Washington, D. C. 20007

African-American Institute

833 United Nations Plaza
New York, New York 10017

African Social Studies Programme

Post Office Box 44777
Nairobi, Kenya

American Council on Education

One DuPont Circle, N.W.
Washington, D. C. 20036

Association for Teacher Education in Africa

Post Office Box 45869
Nairobi, Kenya

Association of Caribbean Universities and Research Institutes

27 Tobago Avenue
New Kingston
Kingston 10, Jamaica, West Indies

**Botswana, Lesotho, and Swaziland,
University of**
Malkerns Research Station
Swaziland

California, University of, Berkeley
Berkeley, California 94720

Centre for Intergroup Studies
University of Cape Town
Rondebosch 7700, Republic of South Africa

Ghana, University of
Legon, Accra
Ghana

Ibadan, University of
Ibadan, Nigeria

Ife, University of
Ile-Ife, Nigeria

**International Council for Adult
Education**
252 Bloor Street West
Toronto, Canada M5S 1V6

Lagos, University of
Lagos, Nigeria

Lesotho, National University of
Roma, Lesotho

Makerere University
Post Office Box 7062
Kampala, Uganda

Nairobi, University of
Post Office Box 30197
Nairobi, Kenya

Science Education Programme for Africa
Post Office Box 9169, Airport
Accra, Ghana

Sierra Leone, University of
Private Mail Bag, Tower Hill
Freetown, Sierra Leone

**South African Institute of
International Affairs**
Post Office Box 31596
Braamfontein 2017, South Africa

South Pacific, University of the
Laucala Bay, Suva, Fiji

Teachers College, Columbia University
New York, New York 10027

**United States-South Africa Leader
Exchange Program**
13 Arcadia Road
Old Greenwich, Connecticut 06870

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National Committee for Full Employment 60
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The Carnegie philanthropies

Andrew Carnegie set out to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

Mr. Carnegie set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching, primarily as a pension fund for college teachers, and also to promote the cause of higher education. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, Mr. Carnegie created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and certain parts of the Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees. Each is independently managed, with the exception of The Carnegie Foundation for the Advancement of Teaching, which shares offices with Carnegie Corporation and has the same corporate officers.

The following statements are set forth in accordance with section 6056 of the United States Internal Revenue Code, pursuant to which this annual report has been prepared:

- Carnegie Corporation of New York (employer identification number 13-1628151) is a private foundation within the meaning of section 509(a) of the Internal Revenue Code.
- The names and respective business addresses of the “foundation managers” of the Corporation are set forth in the front section of this annual report.
- No person who is a “foundation manager” with respect to the Corporation has made any contribution to the Corporation in any taxable year.
- At no time during the year did the Corporation (together with other “disqualified persons”) own more than 2 percent of the stock of any corporation or corresponding interests in partnerships or other entities.
- Pursuant to section 6104(d) of the Internal Revenue Code, a notice has been published that this annual report is available for public inspection at the principal office of the Corporation. A copy of this report has been furnished to the Attorney General of the State of New York.

February 14, 1977

ALAN PIFER, President

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